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ABSTRACT

This reference manual is designed to help school board members and administrators to formulate policy statements on career education. It is a sample collection of policies contributed by school districts that have a reputation for outstanding career education programs, as well as newly written or edited policies that show how a board that wants to support career education through policy can go about adapting its current policy collection. A total of 60 sample school board policies, administrative regulations, exhibits, and briefing papers make up the collection. The policies can be edited, adopted, and adapted by local school boards as needs dictate. The policies are categorized according to the following 12 sections: foundations and basic commitments; school board governance and operations; general school administration; fiscal management; support services; facilities development; personnel; negotiations; instruction; students; school-community relations; and education/agency relations. Throughout the collection, editor's notes offer explanations and suggestions for developing the policies. (KC)

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CAREER EDUCATION: Support in Policy

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A supplement to the Educational Policies Service of the National School Boards Association

...serving American education through school board leadership

Career Education: Support in Policy
A Supplement to the Educational Policies Service
of the National School Boards Association

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This reference manual is a supplement to the Educational Policies Service of the National School Boards Association. The central purpose of EPS/NSBA is to help school boards get and keep their written policies up-to-date, and to develop the kinds of policies that improve the educational process and build productive relationships among board, staff, students, and public. EPS components include a variety of handbooks and periodicals written for board members and administrators about their respective roles in policymaking and policy trends and issues; an on-call reference service operated by the EPS Policy Information Clearinghouse; and other aids designed to help educational agencies maintain an up-to-date policy manual of their own.

For more information about EPS, see brochure in the inside front cover pocket of this manual. If brochure is missing, contact NSBA at address below.

The manual was developed under Grant No. G007702981 from the Office of Education, U.S. Department of Health, Education and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Section 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education and Welfare, must be operated in compliance with these laws.

NSBA
DRIVING AMERICAN EDUCATION THROUGH SCHOOL BOARD LEADERSHIP

Educational Policies Service
National School Boards Association
1055 Thomas Jefferson Street, NW
Washington, DC 20007

1979

FOREWORD

In 1977, the National School Boards Association, in cooperation with the American Association of School Admininstrators, conducted a series of regional seminars for school board members and administrators on the subject of career education. An integral part of those regional meetings was to help board members and administrators develop career education policy statements. It was recognized that career education is not a single policy statement, but in fact, a concept that is infused throughout many policy statements just as it is infused throughout the K-12 curriculum. Those board members and administrators who attended those seminars recommended the development of a reference manual to aid their efforts in career education policy development. This manual was designed therefore to accomplish that task.

For those not familiar with the subject, career education is not a tightly defined practice, but a concept. It can lead to many kinds of programs; and therefore, school boards can, and should, exercise a great deal of creativity in implementing the career education concept. In brief, it has been suggested that career education is but a label applied to the idea that, "Schools should pay attention to what kids know about work." Dr. Ken Hoyt, Director USOE, Office of Career Education, has stated:

> *Career education is a simple, not a complicated thing. We are concerned in career education with trying to bring about proper emphasis to one of education's goals, namely, education as preparation for work. And we are trying to do this without in any way demeaning or detracting or taking away from any other goal of education that ever existed.*

The National School Boards Association, through its Career Education Project, is pleased to be able to make this reference manual available. We were aware of the limitations that exist in the development of a manual of this kind when we began the task; however, we recognized the need expressed by those who attended our seminars. Again, this caveat: Career education is neither a single policy statement nor a phrase inserted in other policy statements, but is a concept woven throughout each school board's policy manual. Use this reference manual as the resource tool that it is and not as a guideline for all policy development.

Thomas A. Shannon
Executive Director
National School Boards Association

INTRODUCTION

This work was undertaken as part of NSBA's Career Education Project, with the purpose to gather and edit a set of model school board policies that would reflect a local board's commitment to the concept of career education.

"Infusion" of that concept in the total school program should, first and foremost, mean consistent support for the concept throughout the board's policy manual--not just a single resolution or policy statement endorsing career education. That policy support is important was shown in a national survey on career education in the public schools, undertaken during 1974-75 by the American Institutes for Research for the U.S. Congress.* The survey showed that school districts that had written policies supporting career education had a higher incidence of innovative career education practices as well. Whether the written policies had been developed in response to an innovative staff, or whether the innovative practices were the result of the written policies, was not evident in the study. What was evident, unmistakably, was that good career education programs tended to occur in districts where the school board had made a serious commitment, through written policy, to the concept and goals of career education.

Several school districts that have a reputation for outstanding career education programs were asked to contribute their relevant school board policies to this collection. It soon became clear that although there was an abundance of statements formally supporting career education as such, and a smaller number of policies in related areas (such as work-study opportunities and the use of community resources), policies "infusing" the boards' basic commitments throughtout the entire manual were scarce and in many cases nonexistent.

This sample collection, therefore, contains a number of policies newly written, or edited extensively, to show how a board that wants to support career education through policy can go about adapting its current policy collection.

*Career Education in the Public Schools 1974-75: A National Survey. Donald H. McLaughlin, American Institutes for Research, Palo Alto, Calif., 1976.

These policies, since they come from a variety of sources, are not a consistent set of policies such as should be found in the manual of a single district. For example, a policy under the code IICC, School Volunteers, may conflict with a policy under KA, School-Community Relations Goals. That is because the samples were based on statements from different districts.

The sample policies, regulations, exhibits, and "briefing papers" in this collection are disseminated for demonstration and information only. They are meant to encourage school boards and administrators to start thinking about career education in policy terms, and to provide a tool for administrators and others who are responsible for writing policy drafts. They are not meant to be in any way prescriptive. Each board of education has a voice uniquely its own, and should speak in its own way in response to the needs of the district.

* * * * *

Throughout the collection, occasional notes (italicized and boxed at conclusion of policies) have been inserted by the editor. These offer explanations and suggestions, and at times some do's and don'ts. Some parts of general policies on certain topics also have been boxed to show the sentence(s) or paragraph(s) that pertain specifically to career educations.

Notes and emphases are offered--as is indeed the whole collection--in the spirit of helpfulness: to help local school districts wishing to make a serious commitment to career education carry through that commitment in their written policies.

ACKNOWLEDGEMENTS

Many persons gave generously of their time and expertise in gathering the material for this collection. In particular, Dr. Kenneth B. Hoyt, Director, USOE Office of Career Education, and Mary S. Brodinsky, former director of NSBA Consulting Services, assisted the editor by advising her in identifying the most important policy topics for career education.

Dr. Scottie Torres and Michael J. Ward of the Council for Exceptional Children contributed a CEC position paper and draft objectives regarding occupational education for exceptional children, which were used as the basis for the "briefing paper" found under code IGBA/IGBB.

In addition, the following school districts contributed their available career education materials:

Akron Public Schools, Akron, Ohio
Atlanta Public Schools, Atlanta, Georgia
Ceres Unified School District, Ceres, California
Hackensack Public School, Hackensack, New Jersey
Jefferson County Public Schools, Lakewood, Colorado
Jefferson County Public Schools, Louisville, Kentucky
Mamaroneck Public Schools, Mamaroneck, New York
Mesa Public Schools, Mesa, Arizona
Northern Trails Area Education Agency, Clear Lake, Iowa
Orange County Public Schools, Orlando, Florida
Rochester City School District, Rochester, New York
Roosevelt School District #66, Phoenix, Arizona

Our sincere thanks to the career education coordinators and other administrators from the above school districts for their conscientious efforts to locate board policy material that could be--and in many cases, was--used in compiling this collection.

January 1979
Johanna V. Kooij, Editor

SELECTED BIBLIOGRAPHY

The following sources were particularly useful for the purposes of this policy collection:

Career Education. Research Report, 1977-3. National School Boards Association, Washington, D.C., 1977.

Career Education: An Introduction. Florida Department of Education, third edition, 1975.

Career Education in the Public Schools, 1974-75: A National Survey. American Institutes of Research, Palo Alto, California.

Defining the Basics of American Education. By Ben Brodinsky. Fastback 95, Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1977.

A Primer for Career Education. By Kenneth B. Hoyt, Director, USOE Office of Career Education. Washington, D.C., 1977.

ABOUT THE SAMPLE COLLECTION

There are a total of 60 sample school board policies, administrative regulations, exhibits, and briefing papers in this collection. They are for the most part "convertible" for use by local districts, or contain helpful ideas or language for the development of original policies that suit an individual district's needs.

A checklist of the policy subjects covered follows this brief introduction.

How the samples were selected

These samples were collected from a variety of sources. Some came from NSBA's extensive policy files; some were contributed by local districts with career education programs; many were edited or written especially for this collection and are published for the first time in this collection. In all cases, efforts were made to use simple language and stay away from overly detailed, prescriptive policies that would not lend themselves well to local adaptation.

One basic criterion for selecting or drafting these policies was, "Is the sample policy in harmony with the underlying purpose of this collection--that is, will it help local boards create the necessary policy support for their career education commitment?"

The intent in disseminating these samples is to offer helpful and valid examples of school board policies that reflect a basic commmitment to the concept of career education. The intent is not, however, to be prescriptive in any way, nor do the samples necessarily reflect any official views of the National School Boards Association.

How you can use the sample collection

This is a set of "working papers," to be edited, adapted, and modified as you and your board see fit, to meet your district's particular needs and situation. They can save your board and staff many hours of research time, and may give you ideas for component thoughts you might want to incorporate in your own policy collection.

However, it must be remembered that photocopying is not the same as policy-making. Policies are set as a result of a careful examining of district goals and ideas, and should involve the thinking of local staff members, community representatives, parents, and students.

These samples are meant to be a starting point for that process.

What is a policy?

According to NSBA's definition--which was used as a touchstone for this collection--

> "Policies are principles adopted by the Board to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; they need to be narrow enough to give clear guidance."

Policies of the Board need to deal with a wide variety of topics and issues. In this policy collection, the primary focus was on policies pertaining to career education, but it must be remembered that the Board and the school district at large are involved in many kinds of instructional programs that have many different purposes and goals--not just career education.

> IT MUST THEREFORE BE REMEMBERED, IN ADAPTING THESE POLICIES FOR LOCAL USE, THAT A BOARD POLICY DEALING WITH, FOR EXAMPLE, INSERVICE EDUCATION FOR TEACHERS MUST DEAL WITH ALL KINDS AND ASPECTS OF INSERVICE EDUCATION, NOT JUST INSERVICE TRAINING IN RELATION TO CAREER EDUCATION.

To mention career education specifically without making equal mention of such aspects of inservice training for education of the handicapped would make career education "stick out like a sore thumb." *In this collection, those parts of a complete policy that pertain specifically to some aspect of career education have been boxed.*

Regulations, exhibits, and briefing papers

Administrative regulations that implement board policy by setting specific procedures to achieve the policy's intent have, in some cases, been added. They follow the policy they are meant to implement. The policies in this collection have been printed on white paper, and bear their appropriate code* in the upper right hand corner. Accompanying regulations are printed on yellow paper, follow "their" policy in the manual sequence, and bear the same code as the policy, followed by a -R to indicate their regulation status.

Exhibits, which are neither policies nor regulations but simply useful documents filed in the policy manual for information, bear again the same code as the policy to which they are related, followed by -E to indicate their exhibit status. Exhibits are printed on green paper.

A small number of "briefing papers" have been included in this demonstration collection, whenever some background information on a particular topic was considered helpful or necessary. These "briefing papers" are printed on blue paper, and are filed under the appropriate policy heading for easy reference. In your district's policy manual, of course, you would not include such "briefing papers." They were used in this collection for information purposes only.

Terminology

For clarity and economy, we use the masculine form of pronouns when no specific gender is implied. While we recognize the trend away from this practice, the language does not offer a graceful alternative. Concern for ease of style, not sexism, was our motive in making this decision.

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*Throughout this collection, policies/regulations/exhibits have been classified and filed in accordance with the Educational Policies Service (EPS) classification system developed by NSBA, revised edition, 1975.

CHECKLIST OF CONTENTS

Please note. The sample policies contained in this collection are codified to the EPS/NSBA system for classifying school board policies, 1975 revised edition.

Section A: Foundations and Basic Commitments

ABA	Community Involvement in Decisionmaking
ABB	Staff Involvement in Decisionmaking
ABC	Student Involvement in Decisionmaking
AC	Nondiscrimination
AD	Educational Philosophy
AD/AE	Educational Philosophy/School District Goals and Objectives
ADA*	Philosophy of Community Education
AF	Commitment to Accomplishment
AGA	Recognitions for Accomplishment

Section B: School Board Governance and Operations

BCF	Advisory Committees to the Board
BCFA*	Career Education Advisory Council
BCFA*-E	Career Education Advisory Council, exhibit

Section C: General School Administration

No policy samples provided.

Section D: Fiscal Management

No policy samples provided.

Section E: Support Services

EEAD	Special Use of School Buses
EEAD-R	Special Use of School Buses, regulation
EEAE	Student Transportation in Private Vehicles

Section F: Facilities Development

No policy samples provided.

Section G: Personnel

GBCC*	Staff Rights and Responsibilities
GCA	Professional Staff Positions
GCA*-R	Professional Staff Positions, regulation
GCAA*-R	Professional Staff Positions: Director, Office of Career Education (job description)
GCAB*-R	Professional Staff Positions: Program Coordinator of Career Education (job description)
GCAC*-R	Professional Staff Positions: Program Coordinator of Placement and Follow-Up (job description)
GCAD*-R	Professional Staff Positions: Career Guidance Specialist (job description)
GCAE*-R	Professional Staff Positions: Curriculum Specialist (job description)
GCL	Professional Staff Development Opportunities
GCLA	Professional Staff Visitations and Conference

Section H: Negotiations

No policy samples provided.

Section I: Instruction

IA/IAA	Instructional Goals/Instructional Priority Objectives
IF	Curriculum Development
IF-R	Curriculum Development, regulation
IGA	Basic Instructional Program
IGAB	Human Relations Education
IGAD	Career Education (Occupational Education); eight samples
IGAD-R	Career Education (Occupational Education), regulation
IGADA	Work Experience Opportunities
IGADAA*	Student Production of Goods and Services
IGADB*	Vocational Education
IGADC*	Postsecondary Occupational Program
IGAH/IGAI	Family Life/Sex Education
IGBA/IGBB	Programs for Handicapped Students/Gifted Students
IGBH	Alternative School Programs
IGC	Extended Instructional Programs
IGEC	Adult Occupational Education
IIAD	Special Interest Materials
IIC	Community Instructional Resources
IIC-E	Community Instructional Resources, exhibit
IICA	Field Trips and Excursions
IICC	School Volunteers
IICC-R	School Volunteers, regulation
IJA*	Career Guidance and Counseling
IKF	Graduation Requirements

Section J: Students

JB	Equal Educational Opportunities
JED	Student Absences and Excuses
JED-R	Student Absences and Excuses, regulation
JK	Employment of Students

Section K: School-Community Relations

KA	School-Community Relations Goals
KM	Relations with Community Organizations

Section L: Education Agency Relations

LB	Relations with Other Schools and School Districts
LB/LBA	Relations with Other Schools and School Districts/ Shared Services
LBA	Shared Services
LG	State Education Agency Relations

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: ABA (Also KC)
	District Code:

COMMUNITY INVOLVEMENT IN DECISIONMAKING

The Board of Education recognizes that the public has vast resources of training and experience useful to schools. The strength of the local school district is in large measure determined by the degree to which these resources are tapped and involved in supporting the improvement of the local educational program.

The Board shall collaborate with citizens, both as individuals and as groups, and seek their help as advisers and resource people.

The Board sees three segments of the community as vital to such collaboration, especially with regard to the district's commitment to career education:

1. The business, labor, industry, professional, and government community. They shall be encouraged to contribute in three important ways:

   (a) by participating in inservice education for district employees, aimed at helping them understand the structure and needs of the contemporary employment market;

   (b) by serving as resource persons in the classroom; by making work sites available for career awareness, career exploration, and work-study opportunities for students;

   (c) by participating in career education policy formulation, since their practical experience and insights can help the school district find the best ways to prepare students for the world of work.

2. The various organizations and agencies that are actively involved in helping youngsters in career awareness, career exploration, and career decision making. Examples of such agencies and organizations include:

   - Chamber of Commerce; National Alliance of Businessmen
   - Local service clubs (Rotary, Lions, Kiwanis, etc.)
   - Explorer program, Boy Scouts of America
   - Girl Scouts of America
   - Junior Achievement
   - YMCA and YWCA
   - 4-H; Future Farmers of America, etc.

   Participation of representatives of such groups in career education policy formulation and in the implementation of career education programs is essential.

3. The home/family structure. No phase of career education—career awareness; career exploration; developing good work habits; the forming of a personally

meaningful set of work values; reduction of sterotyping; career planning and decisionmaking--succeeds without the understanding and support from the student's home environment.

Students who receive positive impressions of work and the occupational society from their parents, and who are not entering school already strongly biased in occupational stereotypes regarding race, sex, and physical handicaps, will benefit more from the school's career education effort. Therefore, the Board wishes to involve parents actively in its public information program, its policy fomulation process, and the implementation of the district's career education program.

The advice of the public will be given careful consideration. However, in the evaluation of such contributions the Board's first concern must be for the educational program as it affects the students. The Board's final decision may depart from the public's advice when, in the judgment of the school district staff and the Board, such advice is not consistent with the goals adopted by the Board, or is not within reach of the school district's financial resources.

Adopted (date)

CROSS REFS.: BCF, Advisory Committees to the Board
BCFA*, Career Education Advisory Council
BF, Board Policy Development
IIC, Community Instructional Resources (and subcodes; all pertain to community resources)
KM, Relations with Community Organizations (and subcodes)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: ABB (Also GBB)
	District Code:

STAFF INVOLVEMENT IN DECISIONMAKING

The Board recognizes the need for employee participation in decisionmaking for the school district. The knowledge and skills of the district staff are an invaluable resource for the Board in its policymaking process.

The superintendent shall develop with the professional and support staff channels for the ready exchange of ideas and feelings about the way the district operates. The superintendent shall weigh with care the counsel given by employees, especially that given by groups representing large segments of the staff, and shall inform the Board of such counsel in presenting recommendations for Board action.

Committees may be established as necessary to recommend policies and regulations for the proper functioning of the district. When committees are established at the district level, employee groups will be asked to submit names of staff members to serve on such committees. However, the final appointments shall be made by the Board.

Positive change in the school's educational program can only be accomplished with the thoughtful contributions of those who are in daily contact with our students; the professional as well as the nonteaching employees of the district. Therefore, the staff shall also be encouraged to take an active part in school advisory committees, curriculum development committees, and career education councils.

Addopted: (date)

CROSS REFS.: BCF, Advisory Committees to the Board
BF, Board Policy Development
CH, Policy Implementation
IF, Curriculum Development

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: ABC (Also JFB)
	District Code:

STUDENT INVOLVEMENT IN DECISIONMAKING

The Board believes that students--as individuals and as members of the student population of the district--should have opportunities to contribute to their educational experiences.

1. Learning to participate constructively in group decisionmaking is an important part of the educational process. Therefore, the Board believes that students, in keeping with their level of maturity, should be encouraged to take part in the development of policies and regulations which affect them.

   In general, such participation is best channeled through class or school organizations, such as student councils or a student board of education, which offer practice in self-government and serve as forums for the expression of student ideas.

   Students will also be encouraged to serve on career education advisory councils at the appropriate level.

   The Board shall consider student opinions in setting policies which directly affect student programs, activities, privileges, and responsibilities.

   Students shall be welcomed at Board meetings, and be granted the same privileges of speaking as are extended to the general public.

2. As part of their growth toward maturity, students should also be encouraged to take an active part in making individual decisions regarding their educational plans and goals. The concept of decisionmaking involves identifying and selecting alternatives that are consistent with personal goals, and taking responsibility for a decision once it is made. The mastery of these skills is important to each student's future as a contributing citizen.

   Therefore, the Board believes that students, in keeping with their level of maturity, should be encouraged to learn about themselves and the opportunities their society has to offer; to set personal educational goals; and to find the best ways to achieve those goals with the help of the school staff.

The Board reaffirms, however, the final authority of the school staff, the administration, and the Board itself in determining curriculum, teaching methods and materials, and requirements for promotion and graduation, as consistent with the laws and Board policies governing those areas.

Adopted: (date)

CROSS REFS.: BCF, Advisory Committees to the Board
BCFA*, Career Education Advisory Council
IGAD, Career Education

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: AC
	District Code:

NONDISCRIMINATION

Respect for the dignity and worth of each individual shall be paramount in the establishment of all policies by the Board and in the administration of those policies by staff of the school system. The constitutions of our nation and state, pertinent legislation enacted at these two levels of government, as well as court interpretations regarding citizens' rights, undergird this statement.

An examination of current conditions in the community indicates that not all persons receive the rights and benefits afforded them as citizens of our state and nation. Many situations are beyond the capability of the schools to conquer on their own; all of society is responsible for and must participate in their solutions. However, the public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential.

The public school system will do its part. This Board intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation, and applicable judicial interpretations.

2. Work toward a more integrated society and to enlist the support of individuals as well as that of groups and agencies, both private and governmental, in such an effort.

3. Seek to eliminate stereotyping on the basis of sex, race, and personal ability, especially with regard to adult career roles.

   (a) Sex stereotyping. One of the primary goals of the Board's commitment to career education is equal opportunity for development of any career by members of either sex. In line with this goal, steps shall be taken where necessary to remove sex stereotyping of careers from curriculum materials; guidance materials and techniques; and enrollment practices in any course offered by the schools.

   (b) Race stereotyping. Another primary goal of the Board's commitment to career education is the broadening of career opportunities for ethnic minorities. In line with this goal, steps shall be taken where necessary to remove race bias from curriculum materials; guidance materials and techniques; and enrollment practices in any course offered by the schools.

(c) Stereotyping of handicapped and gifted students. Since the aim of the Board is to foster equal learning and career opportunities for all young people, great care shall be taken that no child is unfairly limited in his educational development by an arbitrary "label" stereotyping him as to his abilities and interests. In line with this goal, steps shall be taken where necessary to remove bias against handicapped persons from curriculum materials; guidance materials and techniques; and enrollment practices in any course offered by the schools. Care shall also be taken that gifted and talented students are not automatically "tracked" into certain courses of study because of their special abilities; the best interests of the individual student shall be paramount at all times.

4. Carefully consider, in all decisions made within the school district, the positive or negative consequences those decisions might have for all components of our community.

The Board's policy of nondiscrimination shall extend to students, staff, the general public, and the individuals with which the district does business. It shall apply to race, national background, religion, sex, economic status, political party, age, handicap, and other human differences.

Adopted: (date)

LEGAL REFS.: Civil Rights Act of 1964, as amended in 1972,
Title VI, Title VII
Executive Order 11246, as amended by Executive Order 11375
Equal Employment Opportunity Act of 1972, Title VII
Educational Amendments of 1972, Title IX (P.L. 92-318)
45 CFR, Parts 81, 86 (Federal Register June 4, 1975, August 11, 1975)
Education For All Handicapped Children Act (P.L. 94-142)
Sec. 504 of the Vocational Rehabilitation Act of 1973

CROSS REFS.: GBA, Equal Opportunity Employment
IGAD, Career Education
IGBA, Programs for Handicapped Students
JB, Equal Educational Opportunities

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: AD
	District Code:

EDUCATIONAL PHILOSOPHY

The basic philosophy of the _____ Public Schools is governed by a rewpect for the worth and dignity of every human being. The schools are committed to the mental, emotional, physical, aesthetic, and social development of all learners so that they may realize the full measure of their educational potential and fulfill their roles purposefully in the world of work and leisure.

The schools exist primarily to help students become responsible, self-directed individuals, capable of functioning effectively in the world community. Since involvement in the learning process is stimulated by self-guided as well as teacher-directed activity, the educational program provides for students alternative choices among goals, methods and materials.

Because our age is one of great technological, social and scientific change, education must prepare students for a future which is partially unknown and, to some extent, unpredictable. In order to become lifelong learners, students must develop the desire and ability to learn. Schools shall provide a foundation of information and basic skills necessary for continuous learning and creativity. In addition, our schools shall give students opportunities to develop skills of analysis, synthesis and evaluation in order to derive valid conclusions.

The aptitudes and strengths of all students must be discovered and nurtured. Their abilities to live with people, to adapt to change, and to relate to the world around them must be prime factors in the development of educational programs.

Students shall be encouraged to gain understanding and appreciation of a democratic society made rich by the diversity of individuals who have contributed to its culture. The unity, strength and stability of our society depend upon the free and responsible exercise of individual talent.

The _____ Public Schools shall work cooperatively and strive to strengthen two-way communication with parents, citizens and community agencies on concerns related to educational programming.

The Role of the School in Implementing the Philosophy

1. In each school, the growth of students shall be fostered in a spirit of respect for their freedoms, rights, and responsibilities as unique individuals of inherent dignity and worth. Learning activities and instructional materials shall be adapted to each child's interests, needs, mode and rate of learning.

2. The physical and mental health of all students shall be enhanced through continuous developmental learning experiences and through guidance and counseling activities.

3. A strong feeling of inner-direction and self-esteem in each individual shall be cultivated through encouragement of self-directed learning and self-examination. The development of a sound personal code of values shall include strong self-discipline and a respect for the beliefs, values and rights of others. Pride in personal achievement shall be channeled to create a readiness and desire for further education. Creative and satisfying ways to enjoy leisure will be fostered by generating interests and skills.

4. A high priority shall be given to the development of academic skills. Reading, writing, speaking, and mathematical competency shall receive a major thrust through planned programs of instruction and evaluation. Science and its application to the world environment shall be cultivated through research and laboratory experiences. Social studies shall enable students to become knowledgeable in the ways of life of their fellow citizens of the world now and in the past. The study of foreign languages shall be promoted to develop appreciation of other cultures as well as to attain facility in the use of languages. Participation in and appreciation of art, home economics, music, industrial arts, and related subjects shall provide personal gratification as well as prepare students for productive use of leisure time. Health education shall emphasize the importance of proper nutrition and care in the growth of a sound body.

5. Emphasis shall be given to analytical thinking and problem-solving procedures. Students shall be encouraged to question, to weigh alternatives, and to make thoughtful judgments.

6. Differentiated educational opportunities suited to the varying backgrounds, abilities, personalities, and needs of students shall be provided so they may reach the maximum development of their personal powers and qualities. System-wide commitment to education for all shall demand that diligent attention be given to the needs of children with differing mental and physical abilities and disabilities.

7. The creative and critical application of media shall be encouraged through the effective use of learning resource centers by all students. Mass media and communication shall be continually subjected to critical appraisal and analysis.

8. Education shall be marked by integration of the academic and real world experiences of the learner. As functioning citizens in a changing world, our students shall acquaint themselves with community needs and resources. Through interaction with citizens and community institutions, they shall learn to act responsibly both as producers and consumers in the economy. Students shall be apprised of the need for conservation of a healthy environment.

9. The dignity of all types of work shall be recognized. Career selection shall be commensurate with the individual's aptitudes and interests through exploration of opportunities in the world of work. Students shall be ready either for direct entry into a vocation after graduation from high school or for enrollment into technical education or an institution of higher learning.

10. Students shall be prepared for active and responsible citizenship in local, state, national, and world government. They shall be encouraged to exercise their democratic rights and responsibilities, to be active in promoting law and justice, to be responsive to the rights of others, and to be strong in self-discipline. The cultural heritage of the American multi-ethnic society shall be imparted to all students, affirming the principle that cultural diversity, as a basic characteristic of American society, is a valuable asset which must be recognized and honored.

11. The involvement of home and family shall be developed through student learning activities and through direct communication between parents and school personnel. A shared responsibility must be accepted so that students may gain maximal benefits from their education. The active involvement of the community shall be encouraged as a necessary partner in the educational process.

12. The continuing education of adults in academic and vocational fields and the lifelong process of education shall be a major focus of our schools.

13. The schools shall continue to pilot programs and employ innovative procedures to assure the best of modern techniques in education. Evaluative procedures shall include diagnostic testing to assist pupils and teachers to assess progress and needs, to encourage all to accept their share of responsibility for achievement and to clarify needs for change and adjustment in the curriculum.

14. The _____ Public Schools shall endeavor to organize programs for the continuous implementation of this philosophy and to allocate its financial resources in ways best designed to accomplish these goals.

15. A periodic assessment of this philosophy shall be made to keep it valid and responsive to the changing needs of our schools.

Adopted: 9/6/77

SOURCE: Akron Public Schools, Akron, Ohio

CROSS REF.: IA, Instructional Goals

Although we do not suggest that any Board adopt the educational philosophy of another, this statement is included as an example. The implementation of the philosophy by the schools, which follows the main statement, might belong under IA, Instructional Goals; however, since this Board adopted the entire document as a whole, we have filed it here in its entirety.

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: AD/AE
	District Code:

EDUCATIONAL PHILOSOPHY/SCHOOL DISTRICT GOALS AND OBJECTIVES

The school is one of the most significant institutions in the life of the individual and of the community. Individuals must develop good schools so that good schools will produce better communities. To help achieve good schools, we the students, parents, school staff, Board of Education, and all concerned citizens are committed to the implementation of these goals and beliefs.

1. WE BELIEVE EVERY INDIVIDUAL HAS THE RIGHT TO EQUAL OPPORTUNITY TO ACQUIRE A QUALITY EDUCATION.

   Each student will be suitably challenged, will develop and use his talents, will develop his social awareness and his sense of responsibility, and will acquire the skills necessary to solve his present and future problems.

2. WE BELIEVE IN THE WORTH OF THE STUDENT.

   The learning for each student will be individualized and the instructional approach for him will be determined to provide for his continuous progress and evaluation recognizing that each has different degrees of success.

3. WE BELIEVE IN THE RIGHT OF THE STUDENT TO BE HEARD, TO PARTICIPATE IN THE PLANNING OF HIS OWN EDUCATIONAL PROCESS, AND TO ENJOY APPROPRIATE FREEDOM OF ACTION WHILE ACTING RESPONSIBLY AND RESPECTING THE RIGHTS OF OTHERS.

   The staff of each school will constantly be alert to the needs of students, to listen, to empathize, to counsel, to give thoughtful consideration to all their problems, and to support suggestions for constructive changes that will benefit the school community.

4. WE BELIEVE THAT WHILE EDUCATION TAKES PLACE IN THE PRESENT, IT SHOULD PREPARE STUDENTS FOR LIFE IN THE FUTURE.

   The occupational competency of each student will be developed to a level of his choice together with an awareness of the social, economic, political, religious and philosophical forces which shape our society so that he will be able to contend with these forces as a citizen in a democracy.

5. WE BELIEVE THAT STUDENTS SHOULD HAVE THE OCCUPATIONAL COMPETENCE NECESSARY TO BE EMPLOYED AS COMMENSURATE WITH THEIR ABILITY AND DESIRES, AND TO PERFORM WORK THAT IS GRATIFYING TO THE PERFORMER AS WELL AS TO THOSE SERVED.

   Career education and career guidance will be an ongoing part of the district's programs, K-12. Upon graduation, any student who desires should have learned an entry-level skill of his/her choice to assure his/her employability in future years.

6. WE BELIEVE THAT EDUCATION SHOULD BE A CHALLENGING, REWARDING AND ENJOYABLE EXPERIENCE FOR ALL CONCERNED, WHERE EACH STUDENT IS INTRODUCED TO THE EXCITING ADVENTURE OF THE PURSUIT OF INDIVIDUAL EXCELLENCE.

   Each student will be encouraged to pursue in depth those areas which are of greatest interest to him.

7. WE BELIEVE THAT ALL PRACTICES SHOULD FURTHER THE INDIVIDUAL PROGRESS OF THE STUDENT WITHOUT IMPOSED LIMITATIONS ON HIS ACHIEVEMENT.

   Each student will develop the attitudes and skills needed for continued self-education beyond the years of formal instruction, so that he may realize the thrill of learning by discovery.

8. WE BELIEVE ACCOUNTABILITY, CONSTRUCTIVE CRITICISM, QUESTIONING, REASONED INTELLIGENT DISSENT, RESPONSIBILITY, ORDER, PRAISE, REWARD AND ACKNOWLEDGEMENT FROM ALL GROUPS ARE NECESSARY CHARACTERISTICS OF EDUCATION IN A DEMOCRACY.

   The student's idea of education as a worthwhile, productive way of life will be developed and encouraged with an ongoing dialogue between himself and a competent, creative and professional staff.

9. WE BELIEVE THAT SCHOOLS SHOULD BE CHARACTERIZED BY ETHICAL ATTITUDES, VALUES AND BEHAVIORS THAT EXEMPLIFY THE BEST PRINCIPLES OF A DEMOCRACY.

   The instructional program for each student will evolve from methods which ensure that the multi-racial characteristics of students and staff will reflect the diverse make-up of the community.

10. WE BELIEVE IT IS THE RESPONSIBILITY OF THE ENTIRE COMMUNITY TO PROVIDE THE MEANS, CONDITIONS, ENVIRONMENT, INTEREST AND SUPPORT NECESSARY FOR EXCELLENCE IN THE TOTAL EDUCATIONAL PROGRAM.

    The learning activities for each student will be centered not only in the formal school setting but also use the available human and material resources of the community.

11. WE BELIEVE IT IS IMPERATIVE THAT THERE EXIST IMPROVED RELATIONS AMONG ALL RACIAL, RELIGIOUS AND ECONOMIC GROUPS LEADING TO A MORE HUMANE ATMOSPHERE IN OUR SCHOOLS.

    Specific opportunities for interaction among students, teachers, staff, parents and the community will be developed to provide for a continuing exchange of ideas and understandings.

Adopted: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: ADA*
	District Code:

PHILOSOPHY OF COMMUNITY EDUCATION

The Board strongly embraces the community education concept and its major purpose, which is to mobilize the human and institutional resources of the community in such a fashion that unnecessary and costly duplication is avoided. The Board sees education as a continuous process throughout life and supports the position that the school district should cooperate with other community agencies in providing educational, cultural, and recreational opportunities for all of its citizens.

The Board recognizes that the schools have the potential for serving as excellent community centers because they are located so as to serve neighborhoods, they have facilities adaptable to broad community uses, they are owned and supported by the public, and they are nonpolitical.

The Board is vitally interested in involving existing agencies in a system of collaboration and referral designed to promote and coordinate the use of the school for such services as: pre-school activities for children and their parents, continuing and remedial education for adults, cultural enrichment and recreational activities for all citizens, and the use of school buildings by and for services to community groups engaged in solving economic and social problems.

Conversely, the business community as well as the various agencies and organizations are invaluable in providing district students with resources for career awareness and career exploration projects, and with opportunities for work-study. The Board and the administration will seek to collaborate with community groups in its efforts to prepare students for a productive adult life.

As the community continues to grow, the Board recognizes the increasing complexity of keeping the concept of community education meaningful and fulfilling to the people of this district. Therefore, the Board underscores its intention to work with community agencies by offering the use of school facilities, scheduling programs and activities, providing close communication with neighborhood families, and being a positive force in the resolution of neighborhood problems.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: ADA*
	District Code:

Finally, the Board urges the support and commitment of all district employees, so that all may work together to meet human needs and build a better life for all who are part of this community.

Adopted: (date)

CROSS REFS.: ABA, Community Involvement in Decisionmaking
BCF, Advisory Committees to the Board
KA, School-Community Relations Goals

Many districts have an active commitment to "community education." This statement is an example of how such a commitment can be supported by policy.

The asterisk (*) following the code on this policy indicates that the term and code have been added to the EPS classification system to accommodate a special policy related to the topic coded AD, Educational Philosophy

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: AF
	District Code:

COMMITMENT TO ACCOMPLISHMENT

The Board accepts its ultimate responsibility for all facets of school operations and programs. Chief among its responsibilities is accomplishment of the goals and objectives it sets forth, subject to the financial support that must be given these aims by residents of the district.

As part of its accountability to residents of the district, the Board shall maintain a program of accountability throughout the school system. This shall consist of the following elements:

1. Clear statements of expectations and purposes, as these relate to areas of operations, programs, departments, positions.

2. Arrangement for the staff, resources, and support necessary to achieve stated expectations and purposes.

3. Evaluation of operations, programs, instruction, and services to determine how well expectations and purposes are being met.

4. Evaluation of the efforts of all individuals employed by the Board, and of the Board itself. The first purpose of evaluation is to help all individuals make a maximum contribution to the goals of the school system.

Every effort shall be made by the Board, superintendent, and staff to fulfill the responsibilities required by the concept of accountability.

Adopted: (date)

The evaluation of all educational efforts of the school district--including career education--is of prime importance. Classroom teachers should be held accountable for learner outcomes; specific accountability requirements and evaluation procedures for other staff members (such as guidance counselors and building principals) should also be set down in writing.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: AGA
	District Code:

RECOGNITIONS FOR ACCOMPLISHMENT

The Board expects diligent effort from its own members, from the staff, from the student body, and from citizen school volunteers and advisers in the achievement of school district goals and objectives. The Board is also mindful that there are from time to time exceptional contributions made to our schools by persons who believe in impossible dreams--and then make them come true. These are the people who break through old ways and establish new frontiers and who set new and higher standards of dedication for the rest to follow.

It is the Board's intent to grant official public recognition from time to time for truly outstanding accomplishments on behalf of the school district by individual students, staff members, citizens, community groups, or Board members. Suitable awards or honors shall be devised appropriate to the contribution made.

Adopted: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: BCF
	District Code:

ADVISORY COMMITTEES TO THE BOARD

The Board may appoint or authorize the election of advisory committees to counsel it and/or its administrators as one means of discerning the needs and desires of the school district and its residents. The central purpose of all advisory committees is to contribute to the educational program by conducting studies, identifying problems, and developing recommendations that will enhance the effectiveness of the decisionmaking process. The ultimate authority to make decisions will continue to reside in the Board.

Districtwide Citizens' Advisory Committees: Such committees will be formed by the Board at such times and for such specific purposes as the Board deems necessary. They shall function until their assigned goal has been accomplished, and then shall be dissolved. Generally, citizens' advisory committees shall be assigned to investigate areas of the educational program which need development, change, or reorganization, and the areas of community involvement in district affairs. Members shall be broadly representative of the community's population and chosen from among residents who have shown an interest in the topic to be studied and who express a sincere interest in the advancement of public education. Once activated, the committee shall report periodically to the Board, keeping it informed of progress and problems. The Board may designate the intervals at which it will hear from the committee, but any significant developments shall be reported as they occur. No announcement may be made by any committee or its members to the public or press until such release has been cleared with the Board chairman or his designee.

Staff Advisory Committees: Recognizing the unique contribution to be made by staff members to its deliberations, the Board may provide for participation of personnel in various ad hoc advisory committees to the Board. Such committees shall report to the Board through administrative channels.

Dissolution of Advisory Committees

When a temporary or ad hoc advisory committee has completed its assigned task, it will be dissolved by vote of the Board.

Any committee that becomes inactive before its task has been completed may be dissolved by the Board after opportunity for a hearing, and a new committee may be formed through a special task force appointed for that purpose.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: BCF
	District Code:

When there is evidence of excessive strife and irregularity in the conduct of an advisory committee's affairs, or when there is evidence that an advisory committee has exceeded its authority, the Board, on the recommendation of the superintendent, may call a special meeting to hear the issues. After the hearing, the Board may take any action or make any recommendations it deems necessary to improve the situation. If the advisory committee does not comply with the directives of the Board within 30 days, the committee shall be disbanded and shall cease to function. The school community (parent-teacher organizations, teachers, students, etc.) may then petition the Board for the establishment of a new advisory committee.

Adopted: (date)

CROSS REFS.: ABA, Community Involvement in Decisionmaking
ABB, Staff Involvement in Decisionmaking
ABC, Student Involvement in Decisionmaking
BCFA*, Career Education Advisory Council

This is a general policy pertaining to all kinds of advisory committees to the Board. A specific policy outlining the duties, composition, etc. of a Career Education Advisory Council follows as BCFA. Other kinds of advisory bodies, such as school and district accountability committees, citizens' advisory committees, etc., could also be outlined in specific policies as subcodes under BCF.*

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: BCFA*
	District Code:

CAREER EDUCATION ADVISORY COUNCIL

The Career Education Advisory Council shall be concerned with the district's total career education program, including all vocational, technical, and adult education programs as well as the more generalized infusion of the concept of career education throughout the school district's instructional program.

Functions of the Council are to:

- Serve to advise the district superintendent and, through him, the Board of Education;
- Explore community training needs, make recommendations for changes in existing programs, and recommend new ones as necessary;
- Determine whether the career education programs offered in the school system are in fact meeting the needs of the students and the community;
- Serve as liaison between the school system and the community to foster good public relations and increase the public's understanding of and support for all aspects of career education;
- Serve as liaison between the school system and the business, labor, industrial, professional, and government communities and their various organizations, so that the schools may avail themselves of those groups' specific advice and resources.

General Guidelines

1. The Council shall have a minimum of 16 voting members. Membership on the Council shall be by recommendation of the district superintendent, and appointment by the Board of Education.

2. Membership categories and ratios shall be as follows:

   a. Business, industry, and labor members: 50% of the Council membership.

      A business, industry, or labor member shall be defined as any person 18 years of age or older who is not a student, faculty member, administrator, or support staff member of the school district, who resides or spends a major portion of his time working within the school district's boundaries.

b. Community and/or governmental agencies members: 25% of the membership of the Council.

A community and/or governmental agencies member shall be defined as any person 18 years of age or older who is not a student, facult member, administrator, or support staff member of the school district, who resides or spends a major portion of his time working for a nonprofit community or governmental agency whose jurisdiction includes the school district's territory.

c. Educational members: 25% of the Council membership.

An educational member is defined as any person 18 years of age or over who is not a student, who spends a major portion of his time working for an educational agency whose jurisdiction includes the school system's territory. In practice, educational Council members are appointed from the school district itself.

d. Ex-officio members: The associate superintendent of vocational, technical, and adult education shall be a nonvoting member, as shall be the career education coordinator for the district.

e. Student members: Student representatives may be appointed to serve as nonvoting members of the Council. They shall be selected from the student councils at the school district's secondary schools, and their appointment shall be approved by their building principals and by the superintendent of schools.

3. The regular term of office on the Council shall be three years. Appointment shall be effective July 1st. Members will serve staggered terms so that at least 1/3 of the membership is appointed each year. A member may be reappointed for successive terms.

   Student representatives shall serve one-year terms only.

4. The Council shall formulate bylaws for its governance and operations that shall be consistent with the charge of the Council and approved by the Board of Education.

5. The Council shall meet a minimum of three times per school year. The first meeting will be in August of each year. The other meetings will be scheduled by the Council. Additional meetings may be called by the Council's chairman, or at the request of the executive committee or a majority of the Council members.

6. The Council shall be advisory to the superintendent of schools, and through him to the Board of Education. The Council has no policymaking or legislative authority for the school district.

Dissolution of the Council shall be in accordance with Board policy regarding the dissolution of any advisory body to the Board of Education (see Policy BCF).

Adopted: (date)

CROSS REFS.: ABA, Community Involvement in Decisionmaking
BCF, Advisory Committees to the Board
IGAD, Career Education

This is an example of the charge, composition, and governance of a districtwide career education council. Advisory bodies will of course vary significantly from district to district. The asterisk (*) following the code denotes the creation of a special code for this policy.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: BCFA*-E
	District Code:

CAREER EDUCATION ADVISORY COUNCIL

Role of a Council Member

A member of an Advisory Council:

1. Offers guidance and support in technical updating of career education and related programs.
2. Determines and verifies needs for training.
3. Provides tangible evidence that the community segment he represents is supporting the career education program.
4. Reviews past accomplishments and forecasts trends affecting training and employment.
5. Assists in evaluation of programs as requested.
6. Provides input and moral support in the formulation and implementation of Board policies regarding career education.
7. Interprets the program to the community and employers.
8. Advises on facilities and standards for shops, labs, and work-study sites.
9. Recommends standards for selecting equipment and instructional materials.
10. Recognizes new technical developments which require change in the curriculum.
11. Participates in community surveys.
12. Assists in determining instructors' qualifications.
13. Provides assistance to the classroom in relation to the world of work.
14. Assists with placement opportunities for students.
15. Advises in determining criteria for evaluating student performance.
16. Advises in the development of cooperative work experience programs for students.
17. Advises in other matters pertinent to the development and growth of career education in its broadest sense in the school district.

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: EEAD
	District Code:

SPECIAL USE OF SCHOOL BUSES

The Board wishes to make optimum use of the district's school buses in its efforts to provide students with lively and worthwhile educational and recreational experiences outside their regularly assigned school buildings. Therefore, the Board encourages special use of school buses whenever such use, in the judgment of the appropriate administrator, (1) will enhance the students' learning program, (2) will not interfere with the use of a school bus for regular transportation runs, and (3) is within the financial limitations set by the school budget.

Transportation for Field Trips and Activities

1. Special transportation may be provided for school-sponsored student trips to points of interest approved on application to the building principal.

2. Applications for trips shall be reviewed by the principal and the transportation supervisor to make sure the proposed trip meets the three criteria set by Board policy above.

3. The transportation supervisor, in consultation with the building principal and subject to approval of the superintendent, will set minimum numbers of students required to obtain special bus services. (For example, a minimum of four students might be required before a minibus is made available; a minimum of 15 students might be required for a bus.)

School-Affiliated and Community Organizations

It is the policy of the Board to provide transportation to and from school-related activities of a cultural nature sponsored by such organizations as the PTA or school clubs, provided the organization receives prior approval from the appropriate administrator(s).

Community organizations sponsoring special trips or programs related to certain aspects of the district's instructional program--specifically, career education--will also be granted special use of school buses, provided the proposed outing meets the three criteria set by Board policy above.

Work-Study Transportation

It is the policy of the Board to provide transportation over main road trunk routes (to be determined by the transportation supervisor) for qualified students in the high school work-study program, so that these students can get to and from their jobs within the school district.

The program supervisor shall be responsible for coordinating the beginning and ending times of the students' jobs, so that students can be transported to their destinations as efficiently as possible and can return to the high school in time to connect with home-bound late activity buses.

Placement for out-of-district employment shall only be considered upon written parent declaration that transportation to and from the place of employment will be provided by the parent or their adult representative.

Special Transportation Across Attendance Area Lines

1. Every effort shall be made to provide school bus transportation for all students assigned to special classes or special schools. Determination of the type and extent of transportation is decided by the proper school authorities, and is dependent upon the needs of the student(s) and the resources of the school district.

2. In some instances, responsibility for transportation is assumed by the parents. This should be mutually agreed upon by parents and school officials before a student is enrolled in a special program not offered in the student's regular attendance area.

3. Before any student is assigned to a special class outside his home school, careful planning shall be done by the school principal(s) involved, the Department of Special Education, Career Education, Vocational-Technical Education, or other appropriate department, and the transportation supervisor. The most efficient and economical method of transportation for each individual case shall be determined.

4. A student eligible for transportation to attend a special program not housed in his home school may be expected to use one of the following methods of getting to and from class:

   a. If possible, he shall ride the regular school bus serving the school to which he is assigned.

   b. He may ride public service buses serving the area. Elementary pupils are not expected to ride public service buses that would discharge them more than one block from the school which they are to attend, or more than two blocks from their home.

c. He may ride any Board of Education bus--regular or special--serving his area to a designated pickup point from which shuttle service is provided to take him to his assigned school.

d. Every effort shall be made to provide shuttle bus service to serve special classes to which children from several schools are brought together for special instruction.

Adopted: (date)

CROSS REFS.: EEAE, Student Transportation in Private Vehicles
IICA, Field Trips and Excursions

This policy deals with the transportation aspects of special events and programs. (The policy dealing with field trips as and instructional device is filed under IICA.)

An EEAD policy might also mention special arrangements for spectator buses, transportation to private and parochial schools, and use of school buses by senior citizen groups.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: EEAD-R
	District Code:

SPECIAL USE OF SCHOOL BUSES

The career education bus, donated to the school district by the town's Chamber of Commerce, may be used for small group trips, when available. The bus is garaged at the high school.

Requests for the use of the vocational education bus are to be made through the director of career education. Such requests will be made on proper forms at least one week in advance of the date of proposed use. Forms are available through the director.

Groups using the bus will be held responsible for any damage to the interior of the bus due to negligence. The bus will be left clean and free from refuse or personal belongings.

Issued: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: EEAE
	District Code:

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

A staff member may transport a student or a group of students in his own car only if he has standing authorization to do so, or if he has special permission covering a specific trip.

1. Standing authorization. School administrators, school nurses, and other pupil services personnel are granted standing authorization to transport students in their private vehicles for school-related purposes or in emergencies.

2. Special authorization. Other professional staff members, such as coaches, music teachers, activity sponsors, or career education coordinators may, in exceptional cases, be granted special permission by the building principal to provide transportation to students in their private vehicles. "Exceptional cases" will be determined by review of the purpose of the trip, the number of students traveling, relative costs, safety factors, etc.

   Building principals may also request that staff members use their private automobiles on a field trip or activity when a group is too small to justify the use of a bus or when a bus is not available.

3. Parents/Guardians. Parents shall not be asked to provide transportation for school-related activities, unless the special nature of the trip and/or its educational value to the student(s) outweigh the obvious inconvenience and risk of such transportation. The building principal shall make sure all other possible means of transporting the students in question have been explored before parents are asked for assistance.

   The parents of students to be transported in this manner shall be fully informed in advance, and shall give their consent in writing.

4. Liability insurance. Whenever a private vehicle is used to transport students, the building principal shall require the owner of the vehicle to verify in writing that the automobile is properly insured so as to protect the school district from liability or damages in the event of an accident. The private vehicle being used must be insured in the amounts of $100,000-300,000 personal injury liability and $25,000 property damage, minimum.

   The school district shall assume, through its transportation insurance, liability over and above the required coverage.

5. In no case shall students transport other students on school-sponsored trips.

Adopted: (date)

CROSS REFS.: EEAD, Special Use of School Buses
IICA, Field Trips and Excursions

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: GBCC*
	District Code:

STAFF RIGHTS AND RESPONSIBILITIES

All staff members--professional as well as support staff--have a responsibility to make themselves familiar with and abide by the laws of the state as they affect their work, the policies of the Board, and the regulations designed to implement them.

All staff members are expected to carry out their assigned responsibilities conscientiously.

In their association with students, all school employees set examples that are an important part of the educational process. Their manner, dress, courteousness, industry, and attitudes toward their work and each other establish models that affect the development of young people. This Board expects its staff to set exemplary models, as well as provide exemplary instruction and services for our students.

The following responsibilities are especially important for all staff:

1. Faithfulness and promptness in attendance at work;

2. Support and enforcement of policies of the Board and regulations of the school administration;

3. Diligence in submitting reports promptly as they are due;

4. Care and protection of school property;

5. Concern and attention toward their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times;

6. Constant vigilance on the part of each staff member that no one in the school community is treated unfairly, discriminated against, harassed, or in any way hampered in the pursuit of excellence in his or her daily work.

Adopted: (date)

Positive examples set by adults in a work setting--including the school itself--are vitally important in developing good work habits and attitudes in children. Everyone connected with the schools can contribute to this.

The asterisk (*) denotes that this is a special breakout code not part of the regular EPS/NSBA system.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: GCA
	District Code:

PROFESSIONAL STAFF POSITIONS

A Briefing Paper

It is the stated position of the Office of Career Education, U.S. Office of Education, that the central thrust of career education is to refocus the entire educational delivery system rather than to "add-on" new courses and programs.

In this regard, decisions made with reference to policies and practices in employment of local career education coordinators will be of pivotal importance. The following recommendation reflects current policy of OE's Office of Career Education:

> For K-12 school systems, it is recommended that full-time "community career education coordinators" be employed at the community or school system level, but not at the school building level.

1. The rationale for creating a position of "career education coordinator" at all is two-fold.

   First, it is based on acceptance of the notion that those things which are designated as "everyone's business" quickly become "no one's business." With the wide variety of community segments envisioned as participating in a comprehensive career education effort, it will be essential that someone operate as a "nudger" to constantly promote and encourage the effort.

   Second, it is essential, in every community, that at least one person be available who knows enough about career education to be able to offer practical consultative assistance to the many kinds of persons involved in the effort. Further, it is vital that this person possess a sound conceptual framework for career education and be able to communicate and gain acceptance of that conceptual base among all participating segments in the effort. If this is not done, a "tower of Babel" result can be anticipated that can result only in confusion and misunderstanding that will hinder, if not destroy, the total effort. Career education coordinators are needed.

2. The rationale for recommending against employing "career education coorinators," as full-time specialists, at the building level in K-12 school systems is also a simple one. It stems from past educational reform or refocus efforts. When, in the course of evolving such efforts, major attempts have been made to employ a full-time "specialist" in the area of concern at the building level, the following events have tended to occur:

   - Other education personnel assume that the "problem" (whatever it may be) will be handled by the "specialist" and that they don't have to become involved.

   - State education agencies develop "certification" standards for the new breed of "specialist" that require X numbers of college credits and, sometimes, various kinds of experiential backgrounds. This makes it difficult for a school system that wants to start an effort but cannot locate a "certified specialist."

   - Colleges and universities design graduate programs to train the new breed of specialists. A by-product is the creation of a relatively small group of "super specialists" who assume prime responsibility for producing and disseminating new knowledge in the specialty.

   - Accrediting commissions eventually recognize the existence of the specialist and write a requirement for having one or more into their accrediting rules and regulations. Most schools then employ such specialists.

   - The specialists themselves decide they need a professional association and so form one. They then tend to associate more with their colleagues in their professional association, in terms of basic professional concerns, than with their colleagues in the institution where they are employed.

   - The professional association goes into competition with other professional education associations in seeking larger and larger amounts of federal education dollars to support their "movement."

   - The "specialty" becomes more and more firmly entrenched as an educational "add-on" while the rest of the system continues as is. The promise of true educational reform is lost.

   The "ideal" implementation pattern for career education is almost the direct opposite of this traditional model. On a point-by-point comparison basis, the ideal would be represented as follows:

   - All educational specialists (including all teaching fields) would become increasingly cognizant of their roles and responsibilities in career education.

   - No "certification" standards would exist for career education coordinators. Some communities may wish to employ a teacher to fill the position; others might want to employ a counselor; still others might employ a school administrator or curriculum specialist; and some might employ a non-educator

from the business/labor/industry community. All of these options should be open. Training required will vary with the background of the person appointed to the position. No standard program will be required.

- Graduate theses and dissertations in career education will continue to be written, as they are now, by persons majoring in a wide variety of disciplines, but those engaging in such dissertations will continue to be regarded as having majored in the discipline, not in career education.

- When an educational system employs a career education coordinator, it will be because there is a perceived need for such a person--not a requirement imposed on that system by an accrediting commission.

- The more than 40 national organizations and professional associations now supporting career education will continue to do so through such means as the operation of study commissions, convention programs, articles in their association journals, and convention resolutions. Still other organizations and associations will join in this effort.

- When federal legislation for career education becomes a topic for discussion, a variety of organizations and associations both from within and outside of formal education will seek to be heard. They will present a variety of views. There will be no single "lobby" for career education.

- Implementation of career education will occur through "people change" rather than through "program add-on." It will be evident in the attitudes and actions of people, but not in the addition of new courses, new kinds of teacher specialists, or new buildings.

It is because of these perceived implementation advantages of the "ideal," as opposed to the perceived implementation disadvantages of the "traditional" approach, that it is recommended community career education coordinators be employed. The dangers of moving in this direction are obvious. That is, the sure, safe, quick route is the "traditional" one with career education specialists being sought at the building level. The "ideal" approach, admittedly, is one that will be much slower, more difficult, and more likely to fail. Its success rests on the power of persuasion, not the power of position. It rejects the use of external pressure, coercion, threat, or financial bribery as prime stimuli for change. Instead, it operates from an untested assumption that it is possible for change to occur if those persons who should change become convinced that the youth they serve need them to do so. It is the only assumption that can be made if the basic nature of the career education concept is to be preserved.

From: A Primer for Career Education, by Dr. Kenneth B. Hoyt, Director, Office of Career Education, U.S. Office of Education, HEW.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: GCA*-R
	District Code:

PROFESSIONAL STAFF POSITIONS

The job descriptions that follow are from Orange County, Florida, a district with a total student enrollment of 85,000 in grades K-12

All career education activities in Orange County are directed by a career education project staff composed of a director, a curriculum specialist, a guidance coordinator, and a placement and follow-up supervisor.

In addition, 20 county-wide career development and/or occupational specialists and two other staff members are administratively responsible to the Office of Career Education in Orange County, and therefore are integral members of the career education team.

(Related job descriptions have been developed for all involved personnel, including those with school-based responsibilities, such as placement specialists, counselors, teachers, and administrators. These job descriptions have not been included here.)

Job descriptions--all but that of the superintendent--are treated as regulations rather than policies in the EPS/NSBA system. They are filed here as specially created "breakout" subcodes of GCA, followed by a -R to indicate their regulation status. The asterisk (*) signals that the code is not ordinarily part of the EPS classification system, but was created to house a special regulation as a subcode of the main topic, GCA.

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: GCAA*-R
	District Code:

PROFESSIONAL STAFF POSITIONS
(Job Description: Director, Office of Career Education)

TITLE: Director, Office of Career Education, Vocational, Technical, and Adult Education

QUALIFICATIONS:

Education: Should possess a postgraduate, special postgraduate, or advanced postgraduate certificate. Thirty semester hours earned in the five sub-areas listed below with at least three semester hours presented from each areas 1 through 5. Only graduate credit shall be used to satisfy these requirements.

1. Organization, administration and management of vocational programs.
2. Administration and supervision of secondary education.
3. Instructional programs and curriculum.
4. Supervision and development of the vocational education staff.
5. School-community, employee-employer relationships, interpretation of school program and socio-economic foundations of school policies. At least 12 of the 30 semester hours required shall have been completed within the five-year period immediately preceding date of application, or the applicant must have had three years of experience as an administrator or supervisor in a secondary or vocational school within five years immediately preceding date of application.

Experience: Must have had three years of successful teaching experience as a teacher of vocational education classes. Successful teaching experience must be attested to by the responsible school official under whom the applicant taught.

Must have met the professional, education and occupational experience requirements in at least one vocational service.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: GCAA*-R
	District Code:

REPORTS TO: Assistant superintendent for vocational, technical, and adult education.

SUPERVISES: Program coordinator of career education; program coordinator of occupational and placement specialists.

JOB GOAL: To direct the planning, implementation, and evaluation of the total Orange County career education effort, which serves all Orange County schools. To work with the various directors, principals, and other personnel to promote the concept of career education.

TYPICAL DUTIES:

1. Interviews and hires project personnel.
2. Prepares and administers the total budget for the Office of Career Education.
3. Assumes responsibility for identified individual performance objectives as outlined in the annual management plan for the Office of Career Education.
4. Represents Orange County and the Office at local, state and national meetings.
5. Confers with local, state and national educational personnel concerning the Office of Career Education.
6. Acts as a liaison person between state and district administrators and the Office of Career Education.
7. Performs other duties and assignments as designated by the assistant superintendent for vocational, technical and adult education.

TERMS OF EMPLOYMENT: Salary and work year as established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with the Board's policy on evaluation of professional staff.

Issued prior to 1978

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: GCAB*-R
	District Code:

PROFESSIONAL STAFF POSITIONS
(Job Description: Program Coordinator of Career Education)

TITLE: Program Coordinator of Career Education, Vocational, Technical, and Adult Education

QUALIFICATIONS:

Education: Should possess a postgraduate, special postgraduate, or advanced postgraduate certificate. Thirty semester hours earned in the five sub-areas listed below with at least three semester hours presented from each areas 1 through 5. Only graduate credit shall be used to satisfy these requirements.

1. Organization, administration and management of vocational programs.
2. Administration and supervision of secondary education.
3. Instructional programs and curriculum.
4. Supervision and development of the vocational education staff.
5. School-community, employee-employer relationships, interpretation of school program and socio-economic foundations of school policies. At least 12 of the 30 semester hours required shall have been completed within the five-year period immediately preceding date of application, or the applicant must have had three years of experience as an administrator or supervisor in a secondary or vocational school within five years immediately preceding date of application.

Experience: Must have had three years of successful teaching experience as a new teacher of vocational education classes. Successful teaching experience must be attested to by the responsible school official under whom the applicant taught.

Must have met the professional, education and occupational experience requirements in at least one vocational service.

REPORTS: Director of Career Education, Vocational, Technical, and Adult Education.

SUPERVISES: Career guidance specialist and curriculum specialist.

JOB GOAL: To serve as an executive assistant in coordinating all aspects of the school system's career education program.

TYPICAL DUTIES:

1. Directs the classified personnel staff.
2. Assists in the preparation and administration of the budget.
3. Coordinates the development of the management plan for the Office of Career Education.
4. Assumes responsibility for identified individual performance objectives as outlined in the annual management plan for the Office of Career Education.
5. Supervises the local effort for the E.B.C.E., the Florida Career Education Demonstration Consortium, and Salable Skills Federal projects.
6. Develops and submits proposals directed at obtaining funds for meeting stated program objectives.
7. Represents the district and the Office of Career Education at local, state, and national meetings.
8. Confers with local, state and national educational personnel concerning the Office of Career Education.
9. Performs other duties and assignments as designated by the director.

TERMS OF EMPLOYMENT: Salary and work year as established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with the Board's policy on evaluation of professional staff.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: GCAC*-R
	District Code:

PROFESSIONAL STAFF POSITIONS
(Job Description: Program Coordinator of Placement and Follow-Up)

TITLE: Program Coordinator of Placement and Follow-Up, Office of Career Education, Vocational, Technical, and Adult Education

QUALIFICATIONS:

Education: Should possess a postgraduate, special postgraduate, or advanced postgraduate certificate with a major in guidance and counseling or 21 semester hours of graduate credit as specified below:

1. Three semester hours in one of the following: principles, philosophy, organization or administration of guidance.

2. Six semester hours in principles and procedures of testing including credit in psychological testing.

3. Three semester hours in occupational and education information.

4. Three semester hours in learning and personality theory.

5. Six semester hours in counseling to include at least three semester hours in supervised counseling practice.

Should possess or be working toward supervision certification as specified below:

1. Three semester hours in basic school administration.

2. Six semester hours in school supervision.

3. Nine semester hours in curriculum.

   a. Supervision covering the elementary school level only (grades 1-6). Six of the nine semester hours must be earned in elementary school curriculum.

   b. Supervision covering the secondary school level only (grades 7-12). Six of the nine semester hours must be earned in secondary school curriculum.

   c. Supervision covering grades 1-12. Twelve semester hours with six semester hours each earned in elementary and secondary school curriculum.

Experience: Work experience outside of the professional field of education is desired.

REPORTS TO: Director of Career Education, Vocational, Technical, and Adult Education.

SUPERVISES: Placement specialists; occupational specialists.

JOB GOAL: To assist in the assigning of occupational specialists to the elementary and secondary schools, and allotting the placement specialists to the postsecondary vocational centers. Implementing the concept of career education at all levels, K-14.

TYPICAL DUTIES:

1. Provides a placement service for all students.
2. Supervises the implementation of a follow-up system for students who have left or graduated from the Orange County School System.
3. Supervises the follow-up plan for the Orange County School System. Disseminates follow-up information to governmental and educational agencies.
4. Supervises the occupational and placement specialists in implementing and maintaining school-based job placement and follow-up programs. Maintains files on all students leaving or graduating from the school system.
5. Assists the Office of Career Education personnel in inaugurating and developing new programs to meet student and community needs.
6. Provides follow-up data to the Orange County school system for purposes of program evaluation.
7. Assists in the development of and working with local and general advisory committees.
8. Assists program coordinator of career education in planning and conducting inservice training for occupational specialists.
9. Assists the administrative personnel on the county level in maintaining placement and follow-up reports required by local, state, and national officers.
10. Works on a personal basis with occupational specialists in problem solving associated with their job placement and follow-up responsibilities.
11. Promotes participation in professional organizations.

12. Performs other duties and assignments as designated by the director.

TERMS OF EMPLOYMENT: Salary and work year as determined by the Board of Education.

EVALUATION: Performance of this job will be evaluated in accordance with the Board's policy on the evaluation of professional staff.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: GCAD*-R
	District Code:

PROFESSIONAL STAFF POSITIONS
(Job Description: Career Guidance Specialist)

TITLE: Career Guidance Specialist, Office of Career Education, Vocational, Technical, and Adult Education

QUALIFICATIONS:

Education: Should possess a postgraduate, special postgraduate, or advanced postgraduate certificate with a major in guidance and counseling or 21 semester hours of graduate credit as specified below:

1. Three semester hours in basic school administration.

2. Six semester hours in school supervision.

3. Nine semester hours in curriculum.

   a. Supervision covering the elementary school level only (grades 1-6). Six of the nine semester hours must be earned in elementary school curriculum.

   b. Supervision covering the secondary school level only (grades 7-12). Six of the nine semester hours must be earned in secondary school curriculum.

   c. Supervision covering grades 1-12. Twelve semester hours with six semester hours each earned in elementary and secondary school curriculum.

Experience: Work experience outside of the professional field of education is desired.

REPORTS TO: Program Coordinator for Career Education

SUPERVISES: Not applicable

JOB GOAL: To advise the school staff of matters of career guidance and the process of infusing the career education concept into the ongoing guidance and instructional program at all levels.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: GCAD*-R
	District Code:

TYPICAL DUTIES:

1. Supervises the career guidance activities within the Office of Career Education.
2. Works with the occupational and placement specialists in the planning and implementation of career education concepts in the guidance programs of the various schools.
3. Works with the student services program in the planning and implementation of career education.
4. Prepares multi-media presentations describing career guidance and its relationship with career education.
5. Works with local, state, and national educators in the area of career guidance in career education.
6. Assists in the development of proposals.
7. Plans and conducts inservice career guidance workshops.
8. Accomplishes those program objectives as indicated in the management plan.
9. Represents the Office of Career Education at local, state, and national meetings.
10. Performs other duties and assignments as designated by the director of career education.

TERMS OF EMPLOYMENT: Salary and work year as determined by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with the Board's policy on evaluation of professional staff.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: GCAE*-R
	District Code:

PROFESSIONAL STAFF POSITIONS
(Job Description: Curriculum Specialist)

TITLE: Curriculum Specialist, Office of Career Education, Vocational, Technical, and Adult Education

QUALIFICATIONS:

Education: Must possess a graduate or postgraduate certificate.

Experience: Should have at least three years' successful experience as a classroom teacher. Successful teaching experience must be attested to by the responsible school official under whom the applicant taught.

REPORTS TO: Program Coordinator of Career Education

SUPERVISES: Not applicable

JOB GOAL: To advise the staff in matters of curriculum and the infusion of the career education concept into the ongoing instructional program.

TYPICAL DUTIES:

1. Supervises development, reproduction, distribution and implementation of career education curriculum, K-14.
2. Represents Orange County Office of Career Education at local, state, and national meetings.
3. Assists in development of federal proposals for career education.
4. Plans and conducts inservice workshops, K-Postsecondary.
5. Supervises inservice workshops for elementary interns from state universities.
6. Works with various counties throughout Florida in formulating and implementing pilot career education programs.

7. Prepares multi-media presentations describing career education.

8. Accomplishes the program objectives as indicated in the management plan.

9. Performs other duties and assignments as designated by the director of career education.

TERMS OF EMPLOYMENT: Salary and work year as established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with the Board's policy on evaluation of professional staff.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: GCL
	District Code:

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

It is the Board's belief that continuous quality performance from each of its professional staff members requires continuous upgrading and updating of professional skills.

Consequently, the Board shall make every effort to support, provide, or facilitate programs and activities whose purpose is specifically to advance professional growth. Such opportunities shall include special inservice courses and workshops, and adequate professional library, assistance from supervisors and consultants, and--within budgetary limitations--school visitation and attendance at professional conferences and meetings.

The Board further believes that the most promising and relevant activities of inservice education can be obtained by providing an opportunity for teachers to participate, along with administrators, in the planning of these programs.

The superintendent shall annually present the planned program of inservice education to the Board for its review and approval.

In recognition of, and as an incentive to, professional development, the salary schedules of the district shall reflect advanced training.

Staff Development in Career Education

Staff development is a vital component of any curriculum development or revision effort. As career education emphasizes process as well as content, a complete staff development service program is essential. To participate effectively in career education, the professional staff as well as community representatives must be oriented to the concepts, processes, and strategies associated with career education in its various phases.

The Board wishes to encourage two types of staff development with regard to career education: general and specific.

1. General. The general staff development program will:

   - Orient participants to the meaning and mission of career education
   - Focus on the nature of career development in youth
   - Acquaint participants with the types of experiences that are appropriate for students at various stages of career development
   - Emphasize the relationship to school and community in career education efforts

- Be designed for staff members at all levels, K-12
- Be designed cooperatively with personnel from Staff Development Academy and from institutions of higher education
- Include self-instructional and multi-media materials as needed
- Provide that most experiences carry either college or inservice credit

2. Specific. The specific staff development programs will:

- Be designed to prepare staff members and community persons to use or participate in specific career education instructional strategies
- Include experiences related to use of instructional techniques, equipment, and materials associated with a given strategy
- Be developed during the production sequence of each career education strategy
- Include self-instructional and multi-media materials as required

Adopted: (date)

CROSS REFS.: GCLA, Professional Staff Visitations and Conferences

The need for staff development and the lack of competent people to train staff were among the biggest problems in implementing career education, according to respondents to a nationwide survey of local school districts conducted in 1975. The fulfillment of that need was rated by state education agencies as the most important area for federal leadership and support.

Since career education is a "people change" rather than a "program add-on" effort, Board policies with respect to inservice education of professional staff members are of crucial importance in career education.

However, a policy on inservice training should deal with more than just career education. Any number of curriculum changes and trends--education for all handicapped children, increased emphasis on the basics, etc.--will bring with them the need for staff training. Therefore, Board policy in this area should cover the Board's wishes for inservice training in any area. This general policy might then be followed, as in the example shown here, by guidelines for specific inservice programs the Board wishes to give special attention to.

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: GCLA
	District Code:

PROFESSIONAL STAFF VISITATIONS AND CONFERENCES

Visitations

Staff members may be allowed released time for planned classroom visitation and school observation upon the request of the principal and approval by the appropriate director. This policy pertains to local or metropolitan area visitation, and is not meant to conflict with the policy relating to attendance at state, regional, and national conferences and conventions.

Such visitations and observations may be used as a part of a teacher's inservice professional growth program, especially to examine new or innovative types of programs in operation in one of our schools or in other schools in our area. As special projects or educational changes are considered in a school, the principal may, insofar as practical, send one or more teachers to inspect a similar program already in operation elsewhere. The visitation program is intended to keep all of our professional staff members informed about educational trends and changes so that we may continue to have outstanding, up-to-date instructional offerings in our district.

Each school shall be entitled to professional visitation time in the amount of one-half day per year per full-time teacher. Visitation plans, including an estimate of costs, must be submitted to and approved by the principal and the director in advance. Reimbursement for any necessary expenses may be allowed, provided the principal has received prior approval from the director. The school district shall provide substitutes for teachers who are absent on approved visitations.

Some staff members, especially those charged with implementing the Board's career education plan, may find it necessary to visit places of business, industrial plants, and other work sites in order to learn about possible career education opportunities there. In addition, professional staff training seminars may be conducted from time to time at such work sites or by local business or service associations. It is the policy of the Board to encourage a close working relationship between places of business in the school district and the schools themselves, so that our staff and students may benefit from practical experiences outside the school setting.

From time to time, exchange programs between the district's professional staff and persons from the business/labor/industry community may be approved, provided (1) the regular instructional program of the schools is not adversely affected by such an exchange, and (2) it can be shown that such an exchange is likely to enhance teacher competence and therefore student learning. Proposals for such exchange programs should be developed at the school level and submitted to the administration through regular channels. Final approval shall be the prerogative of the Board.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: GCLA
	District Code:

Conferences

It is the policy of the Board to encourage teacher attendance at educational meetings of value by granting leave for such attendance without loss of pay and by paying reasonable expenses.

Upon written approval of the principal and the appropriate director, released time shall be granted for:

1. Attendance at educational conferences by teachers or individual teacher association representatives, or school representatives.

2. Attendance at workshops, seminars, and other professional improvement sessions, including observing in other schools.

The Board will pay the reasonable expenses (including fees, meals, lodging, and transportation) incurred by teachers who attend workshops, seminars, conferences, or other professional improvement sessions at the written request and/or with the advance approval in writing of the appropriate administrator(s).

Adopted: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: IA/IAA
	District Code:

INSTRUCTIONAL GOALS/INSTRUCTIONAL PRIORITY OBJECTIVES

It is the belief and policy of this Board that the district's educational philosophy and instructional goals must reflect the aspirations of the total community as identified through the accountability process. Further, it is the Board's philosophy that the learning process must accomplish the goals and general program objectives listed below in such a manner as to make learning interesting, relevant, exciting, and enjoyable. The Board believes these goals and objectives can only be accomplished in free, open, and humane institutions by dedicated teachers and staff who believe in the worth of youth, are committed to the goals and objectives, and are given the encouragement, means, freedom, and guidance to accomplish the goals and objectives.

District Goal 1: Master the Basic Skills for Continued Learning

General Program Objectives:

1A To develop the capability and desire to use reading as a tool for life-long learning.

1B To develop the necessary speaking skills to function in one's life roles.

1C To develop the necessary writing skills to function in one's life roles.

1D To develop efficient and effective listening skills as a tool for life-long learning.

1E To develop the necessary mathematical skills to function in one's life roles.

1F To enable students to observe, analyze, and draw conclusions from situations that exist in the social world.

1G To enable students to observe, analyze, and draw conclusions from situations that exist in the natural world.

District Goal 2: Develop a Sense of Responsibility - Act with Understanding and Respect Towards Others as Individuals.

General Program Objectives:

2A To explore the relationship between the natural environment and human activities.

2B To develop the skills, attitudes, and values which are necessary for human interaction.

2C To develop the wisdom, attitudes, skills, and values necessary to exercise the political rights and responsibilities as well as benefit from the privileges and freedoms guaranteed by the United States Constitution.

2D To develop the skills, attitudes, and values required for living and participating in a structured adaptive society.

2E To understand, value, and support social efforts directed at maintenance of sound physical and mental health.

District Goal 3: Develop the Student's Unique Talents and Sense of Worth, Well-Being and Happiness to the Fullest.

General Program Objectives:

3A To develop the skills and attitudes needed to continuously clarify and modify personal values and goals.

3B To acquire the attitudes, skills and knowledge for developing personal talents.

3C To develop an awareness of the contributions of man's cultural heritage to the past, present, and future quality of life.

District Goal 4: Become Actively Prepared to Cope with Change.

General Program Objectives:

4A To explore the effects of science and technology on man's efforts to meet his physical needs.

4B To develop the decisionmaking skills which enable individuals to react to change.

4C To develop an understanding of how governmental bodies with the United States have been organized to respond to the needs of their constituents.

4D To develop an awareness of those trends and events which are likely to affect the individual's life after graduation.

4E To develop an awareness of historical trends and movements which are shaping our nation, its policies, and its future.

District Goal 5: Develop the Skills and Attitudes Necessary to Earn a Living and Function as a Contributing Member of Society.

General Program Objectives:

5A To enable students to become knowledgeable and self-directed in establishing and pursuing their career development plan.

5B To develop an understanding of the role of production, distribution, and consumption in an economic community.

5C To develop the skills and acquire the attitudes and values necessary to manage one's personal assets.

Adopted: (date)

CROSS REFS.: AD, Educational Philosophy
AD/AE, Educational Philosophy/School District Goals and Objectives
IGAD, Career Education (Occupational Education)

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: IIAD (Also KFA)
	District Code:

SPECIAL INTEREST MATERIALS

Distribution of Material to Students and Faculty

Only when advertising materials can contribute significantly to the school district's instructional program or to general community betterment may they be posted, distributed, or used in the schools.

Each building principal must approve the content of all announcements and notices distributed to students or faculty by outside sources and those distributed by the faculty or students to individuals or groups outside of the building, except notices that are specifically approved by the superintendent's office. The content of any notice distributed by a central administrative department is the responsibility of the respective department head.

Sponsored Materials

Organizations, institutions, and individuals at times develop materials which are offered to schools free or inexpensively. As a general rule, sponsored materials present a particular point of view, and extreme care must be exercised in evaluating and using them. The responsibility for using sponsored material rests with the certificated staff member who recommends its use. In any questionable instance, the principal should be informed and will decide whether its use is in the best interest of the students.

Sponsored material must meet the same basic selection criteria as any other learning material, as well as the following special criteria:

1. Any expression of a point of view should be clearly identified.
2. Any advertising that appears on or with any material should be in good taste and unobtrusive.
3. The source of all material should be clearly identifiable.

Adopted: (date)

Materials developed by business/industry/labor groups can be and should be used in career exploration. Since they are usually highly promotional as well, the policy should require careful examination and approval of all materials.

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: IF
	District Code:

CURRICULUM DEVELOPMENT
(Innovative Practices)

Rapid social change, technological development, and expansion of knowledge are facts of contemporary life. Public education must respond appropriately. It is imperative that individual schools, the school district as a whole, and the Board review and evaluate existing programs and practices, and adjust, modify, or change them to effectively meet the needs to students and the expectations of the community. Therefore:

1. The Board expects the administration and faculty to be sensitive to changing conditions that may require changes in the curriculum.

2. The Board expects all programs to be under continuous evaluation to see that they meet the needs of children.

3. The Board expects the school system to undertake intensive curriculum evaluation and revision in certain areas as the need for this is demonstrated.

To help achieve these objectives, the superintendent shall establish a curriculum advisory council which will involve teachers and administrators in curriculum planning. The membership of the council will be representative of the teachers, principals, and special personnel of the district. The council will advise the assistant superintendent for instruction on matters related to the curriculum. Other advisory bodies--such as the career education advisory council--should also be involved where appropriate.

The Board will hear regular reports on district programs and ongoing curriculum study and revision. It shall consider recommendations of the curriculum advisory council for intensive curriculum study and may authorize the establishment of task forces to work in particular areas. Funds will be budgeted for such purposes.

Adopted: (date)

CROSS REFS.: IGA, Basic Instructional Program

A good strong policy on curriculum development is the crux of implementing a career education program--or any other instructional concept--in a school district. This policy, together with the regulation that follows, may serve as an example.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IF-R
	District Code:

CURRICULUM DEVELOPMENT
(Innovative Practices)

All members of the staff share the responsibility for rational, sustained program improvement and institutional self-renewal. As they work with students, teachers must continuously examine and adjust their specific objectives and instructional practices in light of their students' needs and progress and in relation to the available courses of study. Working as a unit, each school staff must assess and adjust its objectives and programs in relation to the needs of its student body and its community. It is essential that the principal and faculty of each school maintain dialogue with its community and, at least annually, make a formal report about the school's program. Input from the business/labor/industry sector of the community will be sought and valued.

The superintendent is responsible for establishing and supporting a climate and administrative practices that encourage program evaluation and improvement through rational change. Success in improving the instructional program, is an important criterion in the evaluation of administrators and supervisors.

The district staff must continuously seek out promising curriculum and instructional practices, instructional materials, organizational patterns, and other ideas and practices developed either within or outside the district; explore their potential for our schools; and disseminate them in ways most useful to teachers, schools, and communities.

All of these activities are essential if the school system is to maintain itself at the highest level of educational quality. When significant changes are called for, when new goals are established, or when more effective ways of attaining established goals are developed, the following guidelines will be used for encouraging and supporting these innovative practices:

A. The school system shall maintain a genuine openness at all levels toward innovative ideas and proposals for program improvement. The staff, both by attitude and by action, shall encourage innovative proposals from within the system and from without.

B. The proponent of an innovative idea - a student, staff member, parent, business/labor/industry group, or involved community member - may consult a teacher, a principal, or a member of the administrative staff for initial assistance and evaluation. If a person is in doubt about whom to contact, he should contact the local school principal. He shall be given information as promptly as possible as to the probable feasibility and need for the proposal, steps that might be taken, and persons who might be consulted in developing and implementing it. He should also be given assistance from appropriate personnel about how to develop, refine, and evaluate his proposal.

When the proponent of an innovation disagrees with a judgment rendered about the proposal or when additional assistance is needed, he may request the assistance and/or support of the proposal from other district staff members.

C. An innovative proposal must eventually give consideration to all the following criteria of sound planning:

1. Identification of the nature of the innovation, its rationale, and its relationship to existing programs

2. Clearly stated objectives, including criteria for appraising their achievement

3. Delineation of instructional materials, procedures, and strategies

4. Specification of required staff and staff training

5. Provisions for evaluation and assessment

6. Procedures for modifying the original objectives in light of the above or for dropping the proposal if warranted

7. Estimated costs of materials, equipment, additional personnel, and staff training

D. A staff member desiring to initiate proposals for innovative practices that involve a significant portion of the instruction of a full class or more of students, new units or courses lasting six weeks or longer, sensitive materials or topics, new instructional techniques, or staffing patterns should inform his resource teacher, administrator, or supervisor.

A principal should inform the office of the superintendent and, when required, request assistance. When the proposal appears to have potential for other schools in the district, the central office should disseminate information about it.

E. Any new course of study, district-wide testing program, or major innovation in instructional materials or media initiated by a central office instructional department will be submitted to the Council on Instruction for approval. Any new semester or full-year course originated by a school or area also shall be presented to the Council on Instruction for approval. These courses must also have the approval of the superintendent and the Board prior to implementation. Any units developed within existing courses of study for distribution to county schools and any course offering of less than 18 weeks duration for use county-wide shall be submitted to the Council on Instruction as information. Where appropriate, innovative proposals will also be submitted to the Career Education Advisory Council for consideration.

F. Those who are to be affected by an innovation - students, teachers, administrators, parents, and other community members and potential employers - must be both informed of proposals and involved in the significant stages of their development and implementation. Opportunities for understanding, questioning, and suggesting revisions must be provided each of these groups through presentations, informal meetings and conferences and through the use of questionnaires, surveys, and other data-gathering instruments, when these are warranted.

G. If innovation and change are to be effective in improving the quality of the learning environment, changes that are instituted must be evaluated carefully; and those innovations not fulfilling the objectives toward which they were directed should be either modified or dropped.

H. If the school system and the children it serves are to derive the maximum benefit from improvements and innovations, knowledge of these changes must be communicated to all parts of the system and segments of the community that might be affected or inspired by it. The school system must use all appropriate means to disseminate this knowledge.

Adopted: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGA
	District Code:

BASIC INSTRUCTIONAL PROGRAM

The educational program shall provide both formal studies to meet the general academic needs of all students and, to the extent possible, opportunities for individual children to develop specific talents and interests in more specialized fields.

An atmosphere shall prevail in which healthy growth is fostered, ability is recognized, and excellence encouraged, and in which a productive life is held before students as a model to emulate.

In all instances, the curriculum shall meet the educational requirements established by state statutes and the State Department of Education.

Commitment to Basic Education

A good basic education is the heart of preparation for any career or life goal. This Board subscribes to three basic articles of conviction in designing its basic instructional program:

1. *The first business of the schools is to equip all children with the skills, tools, and attitudes that will lay the basis for learning now and in the future. This means giving the highest priority in developing skills in reading, writing, speaking, listening, and solving numerical problems.*

   To succeed in today's world, an individual must be an alert, retentive reader, a competent, concise writer, and someone who can deal comfortably with figures. Since this Board is committed to preparing its students for the world of work as well as to providing them with basic skills, it recognizes that a fundamental grounding in academic skills is a prerequisite for success in paid employment. The concept of career education is one way of giving a long-term and deeper sense of purpose and motivation to both students and teachers in the learning and teaching of basic skills.

   Another aspect of basics and career education is that we seek to emphasize, in every classroom, the practice of good work habits. This includes urging each student to (a) come to school (i.e., to work) on time; (b) do the best he or she can do; (c) finish an assignment that has been given; and (d) cooperate with his or her fellow students. Good work habits in the classroom will be useful both in learning the basic skills and in the student's later life as an adult worker. Perseverance, courtesy, neatness, and responsibility are virtues that are as necessary in learning as they are at work.

2. *Children need more than literacy. The schools need to give them opportunity to develop their capacities for thinking, working, creating, and gaining satisfaction out of life, each in his or her own way.*

   Since many people will not spend their lives at glamorous, exciting jobs, a good education provides the resources to sustain them through periods of routine work. Students therefore must be led to live creative, humane, sensitive, and healthy lives. For example, teaching art in the schools must mean a total atmosphere in which art is respected as an important kind of learning; teaching health and physical education must mean that maintaining a healthy body is viewed as an important factor in leading a satisfying life.

3. *The schools cannot take on the burden of solving all of society's problems, and should not spend their resources on challenges that more properly belong to the home, family, workplace, church or synagogue, government, or other agencies and institutions.*

   But the schools can and will encourage community participation in the education of the young. In particular, the business/labor/industry community will be actively involved in designing those aspects of our curriculum that bear upon each student's preparation for the world of adult work.

Adopted: (date)

CROSS REFS.: AD, Educational Philosophy
IA/IAA, Instructional Goals/Instructional Priority Objectives
IF, Curriculum Development

A regulation following this policy could outline the district's basic curriculum at the elementary, middle, and high school levels.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGAB
	District Code:

HUMAN RELATIONS EDUCATION

Our schools exist for people--not for materials or things. The betterment of relationships among people--pupils, custodians, secretaries, teachers, specialists, nurses, principals, parents--will be the single most important educational program of the school district. This educational program, if it is to be achieved, must be supported by people who trust one another and who have faith in each other's judgments. Feelings of importance and self-worth will prevail; students need dignity and respect if they are to learn and function effectively.

Even though schools of the district exist primarily to improve academic skills, students will be guided to learning more about themselves and other people for the development of a pride in diversity. Students will learn the meaning of rights, of respect, of dignity, of freedom, and of responsibility. Students will succeed in the academic skills and will discover their place in science, in music, in drama, in art. A high priority of each school of the school district will be the development of an achieving, thinking, humane child associated with achieving, thinking, humane custodians, secretaries, teachers, specialists, nurses, principals, parents.

No student will leave the school each day without having learned something new or without having taught something to someone--another child or an adult. Excellence will be sought in learning, and the obvious criterion for success will be that most pupils are benefitting. Nearly all will read, write, and carry out computations with great skill. Students will know high levels of success; they will be self-confident and accept themselves and others.

Respect and dignity will be afforded everyone--students, custodians, secretaries, teachers, specialists, nurses, principals, and parents. All persons will be teachers and learners simultaneously. The work of each individual will be accepted and valued. The schools and departments of the school district will create a climate that produces excellence in academic achievement, and a positive attitude towards all people and their contributions to society.

Adopted: (date)

CROSS REFS.: AC, Nondiscrimination

A statement about school people getting along together and respecting each other's unique contributions to the school community has important career education overtones. Research shows that more people fail in jobs because they can't get along with their colleagues than because they lack job skills.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGAD
	District Code:

CAREER EDUCATION
(Occupational Education)

A Briefing Paper

Definitions do make a difference in describing and delineating the nature and purposes of any concept--and career education is no exception. "Fuzzy definitions have fuzzy outcomes," says Robert A. Sampieri, district coordinator for comprehensive career education in Los Angeles, Calif. "Loose or haphazardous ideas, however creative, can be ambiguous and appear ill-conceived in the long run."

Defining what career education means to your school district is of central importance in specifying what you are trying to accomplish--what you are asking your staff to do and your students to learn.

Each of the following definitions represents an official statement made by a governmental body, an educational agency, or an authority in the field of career education.

Section 406 of Public Law 93-380:

(a) It is the sense of Congress that--

(1) Every child should, by the time he has completed secondary school, be prepared for gainful and maximum employment and for full participation in our society according to his or her ability;

(2) It is the obligation of each local educational agency to provide that preparation for all children (including handicapped children and all other children who are educationally disadvantaged) within the school district of such agency; and

(3) Each state and local educational agency should carry out a program of career education which provides every child the widest variety of career education options which are designed to prepare each child for maximum employment and participation in our society according to his or her ability.

U.S. Office of Education policy paper, 1975:

Career education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living.

To clarify what is meant by career education, a consensus was obtained (USOE, 1975) on nine student objectives for career education, and 14 curricular practices. The nine objectives aim to produce students who would be:

1. *Competent in the basic academic skills required for adaptability in our rapidly changing society.*
2. *Equipped with good working habits.*
3. *Capable of choosing a personally meaningful set of work values that foster in them a desire to work.*
4. *Equipped with career decisionmaking skills, job-hunting skills, and job-getting skills.*
5. *Equipped with vocational personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.*
6. *Equipped with career decisions based on the widest possible set of data concerning themselves and their educational/vocational opportunities.*
7. *Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.*
8. *Successful in being placed in a paid occupation, in further education, or in a vocation consistent with their current career education.*
9. *Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.*

The curricular practices recommended in the USOE policy paper were:

1. *Substantial increases in the quantity, quality, and variety of vocational education offerings at the secondary school level and of occupational education offerings at the post-secondary school level.*
2. *Increases in the number and variety of educational course options available to students with a de-emphasis on the presence of clearly differentiated college preparatory, general education, and vocational education curricula at the secondary school level.*
3. *The installation of performance evaluation, as an alternative to the strict time requirements imposed by the traditional Carnegie unit, as a means of assessing and certifying educational accomplishment.*

4. *The installation of systems for granting educational credit for learning that takes place outside the walls of the school.*

5. *Increasing use of noncertificated personnel from the business-industry-labor community as educational resource persons in the educational system's total instructional program.*

6. *The creation of an open-entry/open-exit educational system that allows students to combine schooling with work in ways that fit their needs and educational motivations.*

7. *Substantial increases in programs of adult and recurrent education as a responsibility of the public school educational system.*

8. *Creation of the year-round public school system that provides multiple points during any 12-month period in which a student will leave the educational system.*

9. *Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts, skills, and methodologies.*

10. *Substantial increases in the career guidance, counseling, placement, and follow-up functions as parts of American education.*

11. *Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement.*

12. *Increased utilization of educational technology for gathering, processing, and disseminating knowledge required in the teaching-learning process.*

13. *Increased participation by students, teachers, parents, and members of the business-industry-labor community in educational policy making.*

14. *Increased participation by formal educational institutions in comprehensive community educational and human services efforts.*

SELECTED DEFINITIONS of Career Education

From State Education Agencies:

Arizona (from a speech made by Dr. Weldon P. Shofstall, State Superintendent of Public Instruction, November 1971): In Arizona, we have defined career education as combining the academic world with the world of work. It must be available at all levels of education....Career education is not an add-on....it is a blending of the vocational, the general, and the college preparatory education....Synonymous with "all education," "career education" must become the term. When we say "education," we must mean "career education."

California (from a statement of the California State Department of Education Career Education Task Force, May 4, 1972): Through...career education, each student will develop positive attitudes about himself and others, make sound decisions regarding alternative and changing careers, acquire skills leading to employment, and pursue a lifestyle which provides self-fulfillment and contributes to the society in which he lives.

Florida (from "Career Education in Florida," State Department of Education, October, 1973): "Career education is neither academic education nor vocational education, but is an integration of learning and doing which involves both. It is a total concept which should permeate all education, giving a new centrality to the objective of successful preparation for and development of a lifelong, productive career."

Maine (from a state department of education bulletin entitled "Career Development in the Elementary Schools," September 1972): Career education...signifies a concerted effort to educate youth as early as kindergarten in exploring careers and acquiring the skills necessary for transition to a job. Career education is a melding of diverse curriculum efforts into a unified whole that requires the academic, vocational, and guidance specialists to plan integrated learning events. In summary, it is a planned, sequential, orderly curriculum effort.

Minnesota (adopted by State Board of Education, May 2, 1972): Career education is an integral part of education. It provides purposefully planned and meaningfully taught experiences for all persons, which contribute to self-development as it relates to various career patterns. Career education takes place at... (all)...levels of education. Emphasis is placed on career awareness, orientation, and exploration of the world of work, decisionmaking relative to additional education, preparation for career proficiency...and understanding the interrelationships between a career and one's lifestyle.

Nevada (adopted by State Board of Education, July 1972): Career education is a comprehensive educational program focused on careers and an educational process where people gain knowledge, attitudes, awareness, and skills necessary for success in the world of work (career success).

New Hampshire (draft to be presented to State Board of Education for possible adoption, October 1972): Career education is a concept of relevant and accountable education centered on the individual which provides the opportunities for educational experiences, curriculum, instructions, and counseling leading to preparation for economic independence. The development of this concept is a lifelong process which involves a series of experiences, decisions, and interactions that provide the means through which one's self-understanding can be implemented, both vocationally and avocationally.

New Jersey (from "Answers to Five Basic Questions about Career Education" by Patrick Doherty, Director of Career Development, New Jersey Department of Education): Career education is an integral dimension of the nursery through adult curriculum which provides for all students a sequential continuum of experiences through which each individual may develop a more realistic perception of his capabilities and prepare him for entry and reenty into employment and/or continuing education.

North Dakota (from Dr. Larry Selland, Assistant State Director of Vocational Education, North Dakota State Department of Education): Career Education is an integral part of education. It is a concept that includes as its main thrust the preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills, and by enhancing learning achievement in all subject matter areas... a total effort of the home, school, and community to help all individuals become familiar with the values of a work-oriented society, to integrate these values in their lives in a way that work becomes useful, meaningful, and satsifying.

Tennessee (prepared January 1972 by state staff of vocational-technical education, State Department of Education): Career education is all the learning experiences through which a student progresses in an educational program regardless of the length of the program...not an additional or separate phase of the educational program....A comprehensive, dynamic, programmatic, and integrative educational program...it must utilize the common and unique contributions of all educators and the resources of home, school, and community.

Texas (Texas Education Agency, April 1972): Career education is coordinated instruction, integrated into the entire curriculum, K-12, and designed to assist students in (a) understanding both the world of work and attitudes toward it, (b) understanding the relationships which exist between education and career opportunity, (c) understanding the economic and social structures of our society and how they influence the ways people support themselves (d) making informed decisions concerning how they will earn a living and taking responsibility for making those decisions, and (e) acquiring marketable skills as preparation for earning a living.

Utah (adopted by the Utah State Board of Education, May 12, 1972): Career education is defined as a comprehensive, correlated educational system... focused on individual career needs.... (It) begins in grade one or earlier and continues through the adult years (and) is not separate and apart from total life education....(It) calls for a united effort of the school and community to help all individuals become familiar with the values of a work-oriented society, to integrate these values into their lives, and to implement them in such a way that work becomes useful, meaningful, and satisfying.

Washington (publication of the Washington State Department of Education, 1972): Career education is a term currently used to describe a sequentially developed education program offering career orientation, exploration, and job preparation for all students. Programs begin in the first grade, or earlier, and continue through adult life.

Wyoming (statement of Dean P. Talagan, Wyoming State Department of Education): Career education is one of the key purposes of education. It is a concept through which we instill a sense of self-identity and self-awareness within each student. It is individualized and geared to the 168-hour living week, not just the 40-hour work week. This concept motivates children to want to learn and makes them capable of economically supporting themselves and their families.

Other Definitions by Career Education Experts:

Career education can be defined as an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and use the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living.

(A Primer for Career Education, Dr. Kenneth B. Hoyt, Director, Office of Career Education, USOE)

Through a career, a person seeks to accommodate progressively the environment to suit himself, while he is simultaneously being incorporated in the environment. Career development is a balancing operation--recognizing and meeting the needs of the individual while recognizing and responding to outside forces and a lifelong process of working out a synthesis between the self and the realities and limitations of the world.

(Career Development, Growth and Crisis, Arthur Kroll; Wiley)

Career development is self-development over the life span through education, work, and leisure.

(Career Guidance: Past, Present, and Future, Norman Gysbers and Earl J. Moore, University of Missouri.)

Career education is a lifelong process which involves a series of experiences, decisions, and interactions. Self-concept is interwoven with the progressive nature of this development.

(Career Education: A Handbook of Funding Resources, Charles W. Ryan, Houghton Mifflin)

Career education is needed by and intended for all people....It is a lifelong process which extends from early childhood through adulthood, (is) based upon the premise that all honest work and purposeful study is respectable, provides the means by which the educational system can focus on career development, (and) provides a unifying core for the total educational enterprise with intensive occupational preparation as a significant aspect....It will be necessary to utilize the common and unique contributions of all educators and the resources of home, community and school.

(American Vocational Association; ("Task Force Report on Career Education," AVA Journal, January 1972)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGAD
	District Code:

CAREER EDUCATION
(Occupational Education)

Preparing today's youth for tomorrow's world is perhaps the most difficult task our schools face. We cannot, with accuracy, forecast tomorrow's labor market needs, but we must develop in our students those adaptability skills that will allow them to have successful and fulfilling careers.

This Board supports the career education concept that schools must play a more effective role in helping students to develop the attitudes, knowledge, and skills necessary for a smooth transition from school into the world in which they will live their adult lives.

The district's career education effort seeks to:

- accommodate a close relationship between the world of work and the classroom;
- prepare today's youth for tomorrow's world of accelerating change and rapid obsolence;
- infuse into the existing general curriculum those career education activities that equip students with increased self-awareness, decisionmaking, and career-planning skills;
- work towards the elimination of traditional sex-stereotyping of employment choices.

To achieve these goals, the Board supports the following objectives:

1. To provide teachers and administrators with training in defining, developing, and implementing career education strategies.
2. To develop and make available a career resource center in each school.
3. To sustain an advisory council, composed of members of the business/labor/industry community that can assist in expanding opportunities for work placement, internships, field visits and guest speakers.
4. To provide teachers with concrete materials and activities which will help in the fusion of career education into the curriculum.
5. To publish materials, activities and other documents which will assist in implementing career education.

6. To seek to eliminate from the curriculum sexual and racial job stereotyping as it may be found in text subject matter.

By setting these goals and objectives, the Board hopes to ensure that students will:

- have an understanding of work;
- understand that jobs of worth to society have dignity;
- understand the effects technological change has on life styles;
- develop the flexibility to understand and cope with continuous technological change;
- be capable of knowing where to go for and how to obtain occupational information;
- be capable of developing a personal set of career plans;
- be familiar with a variety of occupations;
- be capable of choosing a personally meaningful set of work values that reflect an understanding of the concept of work;
- be equipped with career decisions based on the widest possible set of data concerning themselves and their educational opportunities;
- have received the specialized training necessary to enter a specific occupation and the general capabilities that will equip them for on-the-job training or post-high school education;
- be competent in the basic academic skills required for adaptability in our rapidly changing society.

Adopted: (date)

CROSS REFS.: AC, Nondiscrimination
GCL, Professional Staff Development Opportunities
IF, Curriculum Development
IGA, Basic Instructional Program
IGAH/IGAI, Family Life/Sex Education

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGAD
	District Code:

CAREER EDUCATION
(Occupational Education)

The Board of School Directors recognizes that there is widespread and growing recognition, shared by educators and noneducators alike, that our elementary and secondary schools should no longer remain structured principally toward college preparation, but that they should be structured toward career guidance and development, while at the same time maintaining full curricular opportunities for those students intent upon obtaining a college education.

It is the Board's belief that such an education should start in early childhood and continue throughout a person's life. It may be viewed as consisting of the following phases: (1) career awareness, (2) career exploration, (3) career decision-making, (4) career preparation, (5) career guidance and counseling, (6) career placement, follow-up and advancement.

The Board believes that the school system should develop a career education program, extending from preschool through adult programs, which provides experiences, occupational preparation, and services that will assist individuals to develop an understanding of the world of work, make decisions about careers, prepare for them, find them, and advance in them. For example:

1. Career awareness should be woven into early childhood and elementary school programs to develop and enlarge children's understandings of the working world, to promote a positive attitude about the personal and social significance of work, and to help children think about their own interests and abilities and aspirations. Only after children develop self-awareness can they begin to think about themselves in relation to work and careers.

2. Career exploration should begin in the junior high school--and may continue much longer. Students should be provided with information about careers and some first-hand experiences in the world of work. Learning and actual work experiences; and then evaluation by the individual of his or her own interests, abilities, and aptitudes in relation to these experiences.

3. Career decisionmaking takes place when the student has examined the career information and experiences provided and has considered them in the context of his/her own values, interest, abilities, and aptitudes. At this time students should feel ready to make some tentative choices and consider alternatives as to their career and/or career area.

4. Career preparation begins in high school. Students should be prepared to move more deeply into their career choice and to leave the school system for entry into a program of further education and training or with an entry-level employment skill. This can be accomplished through various educational programs and occupational/vocational training. Students should be given an opportunity to participate in work study experience programs designed to give on-the-job training.

5. Career guidance and counseling should be an ongoing part of career education in order to give adequate assistance to students involved in making a decision about careers. Counseling should help the student combine knowledge of self, a knowledge of work opportunities, and a knowledge of alternatives for education and training. Guidance should involve the participation of teachers, professional counselors, and parents.

6. Career placement, follow-up, and advancement are critical in career education. Along with the traditional function of guidance counselors in placing students in colleges, job placement services should be provided for students who desire either part-time employment while attending school or full-time employment after graduation. Efforts must be made to follow-up our students to discover how well their schooling has served them in their jobs and career preparation. Through adult programs, the schools should provide retraining and career advancement, for advances in technology continually require new skills and society continually demands new services. We can only make guesses about job needs in the future--but change is certain. Therefore, students should be encouraged to view career education as a lifelong process requiring continuing study and training.

7. The functions and responsibilities of career education program planning and coordination shall be centralized in the division of curriculum and instruction under the immediate supervision of the career education supervisors who shall act as a resource to the various curriculum areas. Since career education involves all areas, the responsibility and accountability for career education activities in specific curriculuar areas shall be shared with appropriate area specialists. In order to carry out the responsibilities of the position, the career education supervisor shall have the support of an administrative team which includes other supervisors; and, career education coordinators shall be designated for each secondary school and elementary cluster to help provide a coordinated approach to this program.

Realizing that there must be a cooperative effort between the schools and community, the Board supports the establishment of career education advisory committees consisting of school and community leaders, and the involvement of community resource persons at all school levels.

Adopted: (date)

CROSS REFS.: BCF, Advisory Committees to the Board
IGADA, Work Experience Opportunities
IJ, Guidance Program

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGAD
	District Code:

CAREER EDUCATION
(Occupational Education)

The school district is responsible for providing a total school curriculum that is related to real-life goals of students so they are motivated to choose, from among many alternatives, the direction they will take after high school. The Board of Education, through its educational philosophy and the adoption of instructional goals, provides educational opportunities that will enable every young person to develop to his full potential by:

1. ensuring that instruction is relevant to real-life concerns of students;

2. providing all with ample opportunities to explore the knowledge, skills, technical requirements, working conditions, and political and social environments and responsibilities of each of the career fields that are open to them;

3. providing guidance services adequate to ensure that every young person gains expert help in assessing his personal interests, aptitudes, and abilities, in making career choices, and in planning an appropriate educational program;

4. providing a K-12 curriculum based on career goals that will allow all students to prepare for the occupational fields of their choice by acquiring knowledge and skills that will enable them to (a) obtain entry-level employment in jobs not requiring advance training, and (b) continue education and training in post-high school institutions or in business and industry.

Adopted: (date)

LEGAL REFS.: C.R.S. 22-8-101 et seq.; as amended by H.B. 1409 of 1977
C.R.S. 23-60-301 through 23-60-305

(Douglas County, Colo.)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGAD
	District Code:

CAREER EDUCATION
(Occupational Education)

The Board believes that:

1. It is vital that every individual have the opportunity to pursue an eventual career which gives him or her a sense of achievement and pride.

2. Educational programs and experiences should be provided that link the world of work in a highly technological society with the individual's need to select, locate, and be educated and trained for meaningful employment.

3. The above cited aspects of the educational process are developmental for all individuals and are a responsibility which must be shared by the schools, the home, and the business and industrial community.

Therefore, the Board of Education supports the concept of career education, believing that students at all grade levels must be helped to develop self-awareness and become cognizant of their aptitudes, abilities, interests, and needs. To this end, growth experiences shall be implemented within the curriculum in all subject matter areas. In addition, students shall be helped to practice and develop direction-setting and decisionmaking skills which will be useful throughout their lives when they consider career goals.

Adopted: (date)

(Cheshire, Conn.)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGAD
	District Code:

CAREER EDUCATION
(Occupational Education)

The Board recognizes that one basic thrust of education should be making classroom experiences a meaningful process of learning about all practical aspects of life. The Board believes that the inclusion of career education in the basic curriculum will provide children with information about the many career opportunities available, and will establish a relationship between what is taught in the classroom and the world of work.

The Board therefore commits itself to a meaningful program of career education for all students and charges the superintendent with the responsibility for the implementation of such a program.

Career education should start at the earliest levels. At secondary level it should incorporate career exploration, career guidance, and vocational training opportunities. The latter shall equip students to enter post-secondary training for occupational areas and/or enter specific occupations directly out of high school.

Training in occupational areas and for specific occupations shall be made available to the district's students, beginning at ninth grade level, at the Career Enrichment Park, designed for this purpose. The district may also participate in the vocational program sponsored by the Board of Cooperative Services of Adams County.

Adopted: (date)

LEGAL REF.: C.R.S. 23-60-301 through 23-60-305

(Westminster, Colo.)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGAD
	District Code:

CAREER EDUCATION
(Occupational Education)

The Board believes that the schools should provide education that is pertinent to the practical aspects of life and prepares students to make the transition from the school setting to the world of work. It therefore shall support the inclusion of career education in the basic curriculum.

Career education is a program that allows students to gain career awareness and to explore career opportunities in all fields in order to gain a broad base on which to make a decision about their life's work.

The Board charges the director of vocational and career programs, acting under the supervision of the superintendent, with the responsibility for the implementation of such a program in the schools.

Career education is a concept that can be taught in the classroom at all levels. At the secondary level, it shall incorporate specifically career exploration, career guidance, and vocational education/training opportunities. The latter shall equip students to enter post-secondary training for occupational areas and/or enter specific occupations directly out of high school.

Training in occupational areas and for specific occupations shall be made available to the district's high school students through the Cooperative Vocational Education Training Program. This program will allow a student to receive actual on-the-job experience while earning high school credit for his work.

Adopted: (date)

CROSS REF.: JK, Employment of Students

(Forest Hills, Mich.)

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: IGAD
	District Code:

CAREER EDUCATION
(Occupational Education)

The Board subscribes to the goals established by the California State Board of Education for career development/work experience education, which provide that each student enrolled shall be given opportunities to:

1. Recognize that the process and content of the school's curriculum is relevant to career requirements and responsibilities (relevancy).

2. Appreciate the importance of work to personal fulfillment and growing independence and maturity (self-development).

3. Analyze career opportunities and their requirements and compare these to personal potential and expectations (self-evaluation).

4. Identify with, and participate in, responsibilities found in the world of work (acceptance).

5. Relate in a positive manner to career development education sponsors, employers and their employees, and the public served (human relations).

Goals of the District:

The commitment of the school district shall further be to provide educational opportunities to help each individual to develop to the maximum of his capacity and to function as a responsible member of society.

To aid each school and department in the development of specific learning objectives based on the above philosophy, the following goals are set forth.

1. To provide opportunity for each student to develop intellectual skills through:

   a. Receiving and communicating ideas and feelings by both verbal and nonverbal means.

   b. Achieving competence in mathematical skills.

   c. Recognizing and understanding major scientific discoveries and advances.

   d. Understanding the ecological interrelationships between man and his environment.

   e. Understanding the facts, ideas, ideals, events, and conditions that have shaped each student's heritage as an American and as a world citizen.

f. Understanding his own physical, intellectual and emotional functions.

g. Understanding the principles of economics and their operation in his life.

h. Understanding the various political, economic and social patterns which exist among groups of people and cultures.

i. Utilizing the intellectual skills of application, interpretation, synthesis, analyses and evaluation.

j. Attaining skills that will lead to occupational fulfillment.

k. Selecting and participating in leisure time activities which contribute constructively to his own physical and mental well-being.

l. Understanding and applying health and safety practices to himself and others.

m. Understanding and evaluating the changing demands of the contemporary world.

n. Understanding how to participate effectively in a group working toward a common goal.

o. Developing creative abilities and aesthetic appreciation.

p. Understanding the role and responsibilities of a citizen in a democratic society.

2. To provide opportunity for each student to develop attitudes and value through:

a. Developing a sense of individual worth including the desire and ability for self-appraisal and self-improvement.

b. Developing an appreciation for the cultural heritage of citizens of the United States.

c. Developing an appreciation for the intellectual, aesthetic, and physical achievements of mankind.

d. Demonstrating a respect for the rights of the individual as they inter-relate with the majority decisions of society.

e. Appreciating and respecting the worth, dignity, and creativity of others.

f. Accepting responsibility for his own decisions and actions.

g. Developing an awareness of moral and spiritual values and ethical standards of conduct in relation to self, family, and society.

h. Acquiring a desire for learning that may become a lifelong pleasure and habit.

i. Respecting the vocational contributions of all persons.

j. Maintaining a high degree of application to his career development program.

Adopted: (date)

LEGAL REFS.: Education Code, Sections 5985-5992
California Administrative Code, Title 5, Sections 10070-10078

Note: Board policy pertaining to career development/work experience curriculum is contained in statement IGADA.

(Grossmont Union High School District, La Mesa, Calif.)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGAD
	District Code:

CAREER EDUCATION
(Occupational Education)

The Board of Education recognizes that career education is a developmental process designed to help all individuals prepare for their life roles to include the family, the community, occupations, and avocations. The Board of Education also recognizes that the development of career education enables students of all ages to examine their attitudes, interests, aptitudes, and abilities in order to relate to them to career opportunities, and to make valid decisions regarding further education and future endeavors.

Therefore, it is the policy of the Board of Education to provide career education for all students using a continuum of objectives and activities beginning with career awareness in the elementary schools, continuing with career exploration in the middle schools, and extending through career preparation in the secondary and post-secondary schools.

Adopted: (date)

This policy is implemented by a set of regulations, following as IGAD-R.

(Atlanta, Ga.)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGAD-R
	District Code:

CAREER EDUCATION
(Occupational Education)

Specific guidelines for implementation of the Board's policy on career education are:

1. Students at all instructional levels will participate in the career education program.

   a. Each elementary school will develop a plan for students to participate in career awareness experiences.

   b. Each middle school will develop a plan for students to explore career options.

   c. Secondary schools will plan for students to continue exploration and participate in career preparation programs. They will also develop a plan of career guidance and job placement services to students.

   d. Individual school plans will be filed with respective area offices, office of associate superintendent for operations and the coordinator of career education, Division of Instructional Planning.

2. All schools will plan for increasing the quantity and quality of the career information materials available for instruction and guidance of students.

3. Area career education staff will serve to monitor career education programs in all schools in the area and will plan staff development experiences for school staffs in accordance with assessed needs.

4. A designated research assistant from the research and evaluation division, the coordinator of career education, and area level career education personnel will develop annually a summative career education report with recommendations.

5. The division of research and evaluation will be responsible for complete evaluation and reporting processes as related to the State Career Development Criterion-Referenced Testing program.

Issued: (date)

(Atlanta, Ga.)

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: IGADA
	District Code:

WORK EXPERIENCE OPPORTUNITIES

In keeping with its stated goals and objectives for career development and work experience opportunities for students (see statement IGAD), the Board shall approve district-wide plans offering students alternatives in career preparation. All such arrangements shall be developed and administered in conformance with state law and the regulations of the State Board of Education, which shall have the final approval of the programs authorized by this Board.

Three types of career development education currently have Board approval:

Exploratory Career Development Education has as its general purpose the vocational guidance of the pupil through affording him opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining his suitability for the occupation he is exploring.

General Career Development Education has as its purpose the supervised part-time paid employment of pupils with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The part-time job held by a pupil need not be related to the occupational goal of the pupil.

Vocational Career Development Education has as its purpose the extension of vocational learning opportunities for the pupil through part-time paid employment in the occupation for which his course in school is preparing him.

In order to effect these programs in the schools, the superintendent shall prepare for Board approval the plan and application to the state agency necessary to operate the program.

Adopted: (date)

LEGAL REFS.: Education Code, Sections 5985-5992
California Administrative Code, Title 5, Article 5,
Sections 10070-10078

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGADA
	District Code:

"Work experience opportunities" as used in this descriptor, is a general term, and covers <u>any</u> work experience opportunities that are offered as part of the <u>instructional</u> program. (It does <u>not</u> cover "employment of students" in the sense that they may hold jobs to earn money in order to continue school.) This policy category should address only work experiences during school time for which the student earns course credit (and probably also earns money).

"Work study programs" as defined by federal and most state governments are simply <u>jobs</u>, federally and/or state-funded, through which a student earns money to stay in school. These jobs have nothing to do with instruction; code under JK, Employment of Students.

(Grossmont Union High School District, La Mesa, Calif.)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGADA-R
	District Code:

WORK EXPERIENCE OPPORTUNITIES

Program Requirements for Career Development Education.

1. All students enrolled in exploratory career development will:

   a. State a desire to explore a career interest.

   b. Be selected for the program on recommendation of teachers, counselors, administrators, parents, or by direct approach to the career development teacher.

   c. Complete the placement and enrollment procedures.

   d. Not receive pay; must not replace a paid worker; must receive training; cannot be "stuck" on a "job."

   e. Participate six to ten hours per week for a predetermined number of weeks at each training site assigned.

   f. Rotate to another exploratory station, or remain on the same station for pay, when the agreed upon time limit expires.

   g. Complete the related instruction requirements.

   h. Complete the student questionnaire after each training cycle.

   i. Conduct himself at all times according to standards of the training station and school regulations.

   j. Notify the career development teacher of any change in supervisors, transportation difficulties, attendance problems, or other problems related to his experience at the training station.

   k. Be dropped from the program if requirements are not being met.

   l. Receive a grade based on a combination of number of hours and weeks of participation, and marks interpreted from the weekly evaluation.

2. All students enrolled in general career development will:

   a. Be employed in a job for pay which is not directly related to a current career goal. Menial labor jobs are acceptable for credit only on a basis of need shown.

b. Be selected for the program on the recommendation of teachers, counselors, administrators, parents, or by direct approach to the career development teacher.

c. Complete the enrollment procedure.

d. Work a minimum of ten hours per week for the same employer.

e. Complete the related instruction requirements.

f. Have a work permit for each job held.

g. Notify the career development teacher of any change of job, supervisor, work location, loss of job, change of work hours, or any other factor regarding this program.

h. Be dropped from the program if requirements are not being met.

i. Receive a grade based on a combination of number of hours and weeks of participation, and marks interpreted from the weekly evaluation.

3. All students enrolled in vocational center development will:

a. Have a career goal and/or be and/or have been enrolled in a school class where the content is related to the job the student holds.

b. Sections (b) through (i) in (2) above applying to general career development students also apply to vocational career development students.

4. Variable Credit Plan: The student may be enrolled in the career development program at any time during the semester. When the student has met any of the work requirements in the following schedule, he shall be granted the credit indicated:

TOTAL WEEKS	TOTAL HOURS	UNITS OF CREDIT
14	140	5
12	112	4
9	84	3
6	56	2
3	23	1

Issued: (date)

(Grossmont Union High School District, La Mesa, Calif.)

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: IGADAA*
	District Code:

STUDENT PRODUCTION OF GOODS AND SERVICES

Training experiences shall be planned on the precept that "live" work provides a more meaningful training in skill development experience for the student than does "dead" or simulated work. The student is more likely to assume a more serious workmanlike attitude if the task assigned is a "real" job. Working on a real job provides an environment parallel to an actual employment situation, and therefore more relevance in training.

Each training department shall, upon approval of the director of career, vocational, and continuing education and the superintendent, publish departmental regulation pertaining to service work and disseminate such written regulation throughout the school so that all school personnel will have common understandings.

At no time shall the school become competitive with private enterprise; rather it will cooperate by providing services to public agencies in the community, and to business and industry in those instances where such services would not otherwise be available.

For work performed for any unit within the school district, a charge will be levied to cover the cost of materials only. For work performed for external agencies or persons, a reasonable cost shall be determined by the occupational area department head. Monetary proceeds shall be deposited in the departmental extracurricular account with profit margins earmarked for purchase and maintainance of departmental equipment.

In the performance of service work by an department, there shall be no personal priority established or provision for personal gain.

All work performed by students shall be in compliance with applicable labor laws, and care shall be taken that students are not exploited in any way. The purpose of these approved training experiences is to provide students with meaningful exposure to the world of work, not to provide low-cost labor for the school or any outside agency or business.

Adopted: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGADB*
	District Code:

VOCATIONAL EDUCATION

Vocational education represents an educational program designed to meet the needs of certain students at the secondary school level who wish to acquire specific vocational skills necessary for entry into the world of work.

In this district, vocational education is offered through the Capitol Area Regional Vocational Center, which was created as an extension of the comprehensive high schools in the area to provide vocational education for those students not anticipating college attendance. In addition, the Center provides training or retraining for postgraduates and for adults. The area boards of education operate the Center through a cooperative board made up of representatives from the participating school districts.

Objectives of the Center

1. To provide high school students in the area with diversified vocational training opportunities, along with their regular high school studies, so that they may enter the world of work prepared to be competent, productive members of society.

2. To provide appropriate training or retraining opportunities for students beyond compulsory school age and for adults.

3. To provide work-oriented special education programs that will help young people and adults prepare for jobs that will enable them to become productive, independent members of the community (see IGBA).

Students shall have dual enrollment. They shall attend the Vocational Center for three periods each day (approximately half a school day); all academic work shall be taken at the students' regular high school. Distributive education students may attend school on a different schedule, as set by the administration.

Admission Requirements

Any student in the area high schools who desires to prepare for a career in one of the occupations for which the Center provides the appropriate training shall be eligible to attend, provided:

--the guidance department of his regular high school recommends that the student attend the Vocational Center;

--parental permission is granted;

--space is available in the student's chosen programs;

--the student has a good attendance record.

Other admission requirements shall be in accordance with the laws of the state, the regulations of the federal and state boards of vocational education, and the policies of the Board.

Adopted: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGADC*
	District Code:

POST-SECONDARY OCCUPATIONAL PROGRAM

The Board of Education has authorized the Area Vocational School to operate a post-secondary program designed to provide instruction for the student or adult person who is seeking marketable skills in a specific occupational field.

This policy makes educational opportunities available to all persons who can benefit from the program; it includes graduates of high school as well as non-graduates of high school, 16 years of age or older. Entrance requirements vary for each program, and are based on individual aptitude, physical qualifications, and personal interest of the person seeking admission.

Programs approved for operation provide preparation for trade and industrial occupations, business and data processing occupations, health occupations, agricultural occupations, and technical occupations.

Adopted: (date)

LEGAL REFS.: C.R.S. 23-60-301 et seq.

(Boulder, Colo.)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGAH/IGAI
	District Code:

FAMILY LIFE/SEX EDUCATION

The need for a strong family unit in which the members can live together in dignity and with respect for themselves and each other cannot be overemphasized. Therefore, the family shall be a fundamental element in any sex education program developed within the school district.

Development of a strong family is dependent in large part on sexual maturity. Maintaining a strong family involves a cycle in which children are provided with appropriate and timely information regarding sexuality, from birth to the establishment of their own families.

The school plays a vital part--together with and reinforcing parental endeavors--in providing information. Therefore, the Board considers it appropriate that family life and sex education be included as part of the general education provided students in the district schools.

The instructional objectives of family life and sex education shall be:

1. Development of correct terminology (vocabulary) for purpose of clear communication about the human body and its functions;

2. Development of a basic understanding of the reproductive system including an understanding of, a respect for, its functions;

3. Development of an understanding of sex differences and individual rates of growth and development;

4. Development of an understanding of the responsibilities of the family and its individual members;

5. Development of an elementary understanding of human genetics.

The curriculum for family life/sex education shall, at all levels, seek to eliminate any race or sex stereotyping of roles and careers. It should emphasize that everyone, regardless of race, sex, handicap, or special talent, has important contributions to make to our society, and should be given equal educational opportunity to achieve his personal and career goals.

Customary policies and regulations concerning the approval of new curriculum content, units, and materials shall apply to family life and sex education.

If, after review of materials use and a conference with the instructor and principal, a parent requests that his child not participate in a given aspect of the program, an alternate educational assignment shall be arranged for the student with the approval of the principal.

Adopted: (date)

CROSS REFS.: AC, Nondiscrimination
JB, Equal Educational Opportunities
KLB, Public Complaints About the Curriculum and Instructional Materials

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IGBA/IGBB
	District Code:

PROGRAMS FOR HANDICAPPED STUDENTS/PROGRAMS FOR GIFTED STUDENTS

A Briefing Paper

Council for Exceptional Children: Position Statement on Career Education

Career education is the totality of experiences through which one learns to live a meaningful, satisfying work life. Within the career education framework, work is seen as a conscious effort aimed at producing benefits for oneself and/or others. Career education provides the opportunity for children to learn, in the least restrictive environment possible, the academic, daily living, personal-social, and occupational knowledge and specific vocational skills necessary for attaining their highest levels of economic, personal, and social fulfillment. The individual can obtain this fulfillment through work (both paid and unpaid) and in a variety of other social roles and personal lifestyles including his/her pursuits as a student, citizen, volunteer, family member, and participant in meaningful leisure time activities.

Exceptional children, i.e., those whose characteristics range from profoundly and severely handicapped to those who are richly endowed with talents and/or intellectual gifts, include individuals whose career potentials range from sheltered to competitive work and living arrangements. Exceptional children require career education experiences which will develop to the fullest extent possible their wide range of abilities, needs, and interests.

It is the position of the Council for Exceptional Children (CEC) that individualized appropriate education for exceptional children must include the opportunity for every student to attain his/her highest level of career potential through career education experiences. Provision for these educational experiences must be reflected in an individualized education program for each exceptional child which must include the following:

- Nondiscriminatory, ongoing assessment of career interests, needs, and potentials which assures the recognition of the strengths of the individual which can lead to a meaningful satisfying career in a work-oriented society. Assessment materials and procedures must not be discriminatory on the basis of race, sex, national origin, or exceptionality.

- Career awareness, exploration, preparation, and placement experiences in the least restrictive school, living, and community environments which focus on the needs of the exceptional individual from early childhood through adulthood.

- Specification and use of community and other services related to the career development of exceptional individuals (e.g., rehabilitation, transportation, industrial and business, psychological.

- Involvement of parents or guardians and the exceptional student in career education planning.

Career education must not be viewed separately from the total curriculum. Rather, career education permeates the entire school program and even extends beyond it. It should be an infusion throughout the curriculum by knowledgeable teachers who modify the curriculum to integrate career development goals with current subject matter, goals and content. It should prepare individuals for the several life roles which make up an individual's career. These life roles may include an economic role, a community role, a home role, an avocational role, a religious or moral role, and an aesthetic role. Thus, career education is concerned with the total person and his/her adjustment for community working and living.

Objectives of Career Education for Exceptional Children

1. To help exceptional students develop realistic self-concepts with esteem for themselves and others, as a basis for career decisions.

2. To provide exceptional students with appropriate career guidance, counseling, and placement services through counselors, teachers, parents, and community resource personnel.

3. To help students know and appreciate the many changing avocational, domestic, and civic outlets for developed interests and abilities, outlets which in an automated society often supplement, complement, or even supplant paid work in making a satisfying career.

4. To provide the physical, psychological, and financial accommodations necessary to serve the career education needs of exceptional children.

5. To infuse career education concepts throughout all subject matter in the curricula of exceptional children in all educational settings from early childhood through post-secondary.

6. To provide the student with the opportunity to leave the school program with an entry-level saleable skill.

7. To provide career awareness experiences which aim to acquaint the individual with a broad view of the nature of the world of work, including both unpaid and paid work.

8. To provide career exploration experiences which help individuals to consider occupations which coincide with their interests and aptitudes.

9. To provide exceptional individuals with instructional programs that prepare them for the widest possible range of opportunities.

10. To help ensure successful career adjustment of exceptional students through collaborative efforts of school and community.

The position statement above can be used as a basis for individual school district policies on career education for exceptional children.

The objectives listed beneath the position statement, drafted but not finally adopted by the Council for Exceptional Children at the time of this writing, may give school districts a useful basis for drafting their own objectives.

(Council for Exceptional Children, Reston, Va.; May 1978)

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: IGBH
	District Code:

ALTERNATIVE PROGRAMS

Attendance Requirements

The basic planned educational experience for district students shall encompass thirteen years, beginning with kindergarten. It is the district's policy, however, to allow modifications which will provide for early or delayed completion of all state and local program, credit, and performance requirements. In allowing modification of the attendance requirements for graduation, the administration shall consider the age and maturity of the student, access to alternative learning experiences, the student's performance level, and the desires of parents and guardians.

Alternative Educational Experiences

Oregon Administrative Regulations provide for local boards to adopt policies allowing for individual program completion in more or less than 12 years. Alternative educational experiences gained outside the normal school experience may be considered in the granting of credit. These activities may be supervised by individuals other than district personnel in locations removed from the district's facilities, or they may be self-directed activities initiated by the student.

A maximum of 90 term hours may be earned in approved programs outside the regular school program. Credits must meet the requirements established by (Oregon) State Minimum Standards. Credits shall be granted only when a written agreement among the student, parents, participating agency, and school authorities is completed prior to the student's beginning the program.

The Board of Education hereby authorizes the school administration to develop guidelines and procedures for enrolling students in alternative educational experiences within the framework established in the following policy statements:

A. Community Internship Programs

Community internship experiences shall be defined as learning experiences in which the majority of learning is supervised by other than district employees in a setting removed from regular school buildings and grounds. The experience shall be described in a specific written agreement among the student, parent, outside agency, and school authorities. In order for credit to be awarded, the community internship experience shall meet the following provisions:

1. Learning activities shall be considered part of the regular school curriculum. Performance standards shall be established in the written agreement.

2. The student's activities shall be supervised by a designated person in the participating agency.

3. In approving the student's community internship proposal for credit, consideration shall be given to the student's interests, abilities, and educational goals.

Community internship programs may generally be divided into the following categories:

(a) training internships in community or government;

(b) participation in training or performance groups, such as community symphonies, art, or science museums;

(c) approved travel or other legitimate student-designed enrichment experiences.

B. Work-Training Programs

Work-training programs shall be defined as learning experiences in which the student explores career interests in occupational fields the regular curriculum does not cover. The work experience shall consist of a minimum of 15 hours per week for a period of 12 weeks to earn five term hours of credit.

To participate, the student must make application to the designated administrator. The application will indicate the proposed location of the work experience, the types of activity in which he will participate, the expected learner outcomes and how they relate to his educational goals, the tentative work schedule, and other factors which the instructor deems pertinent.

The student must meet alternative requirements and satisfy performance standards in order to earn credit.

C. Independent Study

Independent study shall be defined as a personal learning experience when the student assumes the major responsibility for the goals, activities, and evaluation of that experience.

Credit for independent study will be determined by the type of activity involved, the learner outcomes, the time required for completion, and the final product.

To participate in independent study, the student must have previously demonstrated sufficient maturity and self-motivation to complete an independent program with a minimum of supervision. Proposals shall be presented to the designated administrator or his designee. In addition, provisions for an independent study project shall be outlined in a specific written agreement involving the student, the parent, and the school.

D. Other Educational Programs

Other educational opportunities exist for students to enroll in courses at Parkrose Summer Twilight High School, through the East Multnomah Evening School, and through college or university programs.

Credit for summer schools or evening schools other than those listed above will be analyzed by the responsible administrator or his designee and equated to those from the local programs.

Prior approval must be obtained if college credit is to be used for high school credit.

E. Credit by Examination

Credit-by-examination may be used to earn up to 45 term hours. Students who successfully pass an examination for a course will have the enrollment and attendance requirements for that course waived. Credit for the course shall be noted on the student's transcripts, and the course shall count toward graduation requirements.

The transcript will identify clearly those credits earned by examination.

Credit-by-examination will not be used in computing cumulative G.P.A., establishing class work, or meeting criteria for honors.

Adopted: (date)

LEGAL REF.: O.A.R. 22-125

(Parkrose School District, Ore. Partial policy.)

This policy might also be coded under IGADA, Work Experience Opportunities (see box there). But since this policy also covers independent study, credit-by-examination, etc., it was felt to be more accurately named "Alternative Programs," and filed here.

EPS/NSBA Educational Policies Service of the National School Boards Association	EP3 Code: IGC
	District Code:

EXTENDED INSTRUCTIONAL PROGRAMS

Learning is a lifelong activity from the cradle to the grave. People learn in order to make their lives better and happier and in order to achieve desired goals. Society provides schools to facilitate learning in order to better meet collective goals of the individual and the individual's community, state, and nation. Schools should encourage effective lifelong learning. They should also assist the people they serve--regardless of age, capabilities, interests, and disabilities--in meeting these goals.

In keeping with this idea, it shall be the policy of the district to provide such extended programs (such as summer schools, intersession activities, after-school instruction in foreign languages, travel/exchange programs, school-community sponsored learning experiences, etc.) as are within its legal prerogatives and financial capabilities.

Adopted: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: IGEC
	District Code:

ADULT OCCUPATIONAL EDUCATION

This Board realizes the need for a comprehensive continuing education system with a built-in informational resource unit to meet the continuing education needs of this community's adult population, which includes the inner-city's disadvantaged and the physically and mentally handicapped.

The district's Office of Continuing Education shall continue to develop programs and services in keeping with the following basic concepts:

--that educational and occupational training is a continuing lifelong process;

--that in a rapidly changing society no educational program can be designed, or regarded, as terminal.

This city's adult population has a particularly complex set of needs. There are numerous inner-city adults and out-of-school youth who are in such a state of deprivation that they are not part of the educational and occupational mainstream of this city, and require remedial, basic, bilingual, and/or occupational education in order to benefit from the fruits of full economic opportunity. There are also many physically and mentally handicapped adults in this community for whom the school district must continue to provide. A meaningful, continuing education program will allow many of these individuals a self-sustaining and productive life.

With the help of federal funds, the school district operates the Manpower Skills Center to meet the educational needs of the city's adult population. It provides a broad range of skill training, applied remedial and basic education, high school equivalency preparation, and supportive counseling services to out-of-school youth, the unemployed, the handicapped and disadvantaged youth and adults. For maximum flexibility, the Center has an open-entry/open-exit design so that individuals can attend the classes they need for as long as they need them.

The overall goal of the Center shall be to serve adults and out-of-school youth who seek career advancement through training or retraining for employability, job security, and upward mobility commensurate with their desires and abilities.

Adopted: (date)

Note: A detailed chart of specific program goals and objectives and a brochure describing the Manpower Center's admission, attendance, and other regulations, are available from the office of the superintendent, all building offices, and the Manpower Center office.

(Rochester, N.Y.)

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: IIC
	District Code:

COMMUNITY INSTRUCTIONAL RESOURCES

The community is full of rich resources, and our schools should take advantage of their potential. Career education seeks to encourage such school-community collaboration, and the community is willing to play its part.

The school district's efforts to make full use of community resources must be thoroughly planned and coordinated. The resources are abundant, but the community may reject participation if it is overburdened with unrealistic demands. Therefore, the Board supports the establishment of a comprehensive "career placement service" which will join school and community resources and facilitate career development K-12.

Through this joint service:

- Places will be identified:

  for young children to visit work sites in the community;

  for junior high students to visit on a one-time or continuing basis;

  where individuals can get full-time or part-time temporary employment;

  that can use volunteer help;

  where students can enter full-time permanent employment;

  where students can continue education.

- Resources from the community that can be used in the schools must be found and catalogued.

- There must be a system for matching student and school needs with the various community resources.

- Procedures for giving students the experiences the community offers and for supervision of students during those experiences must be established.

- Procedures for evaluating experiences and keeping resource files up-to-date are essential.

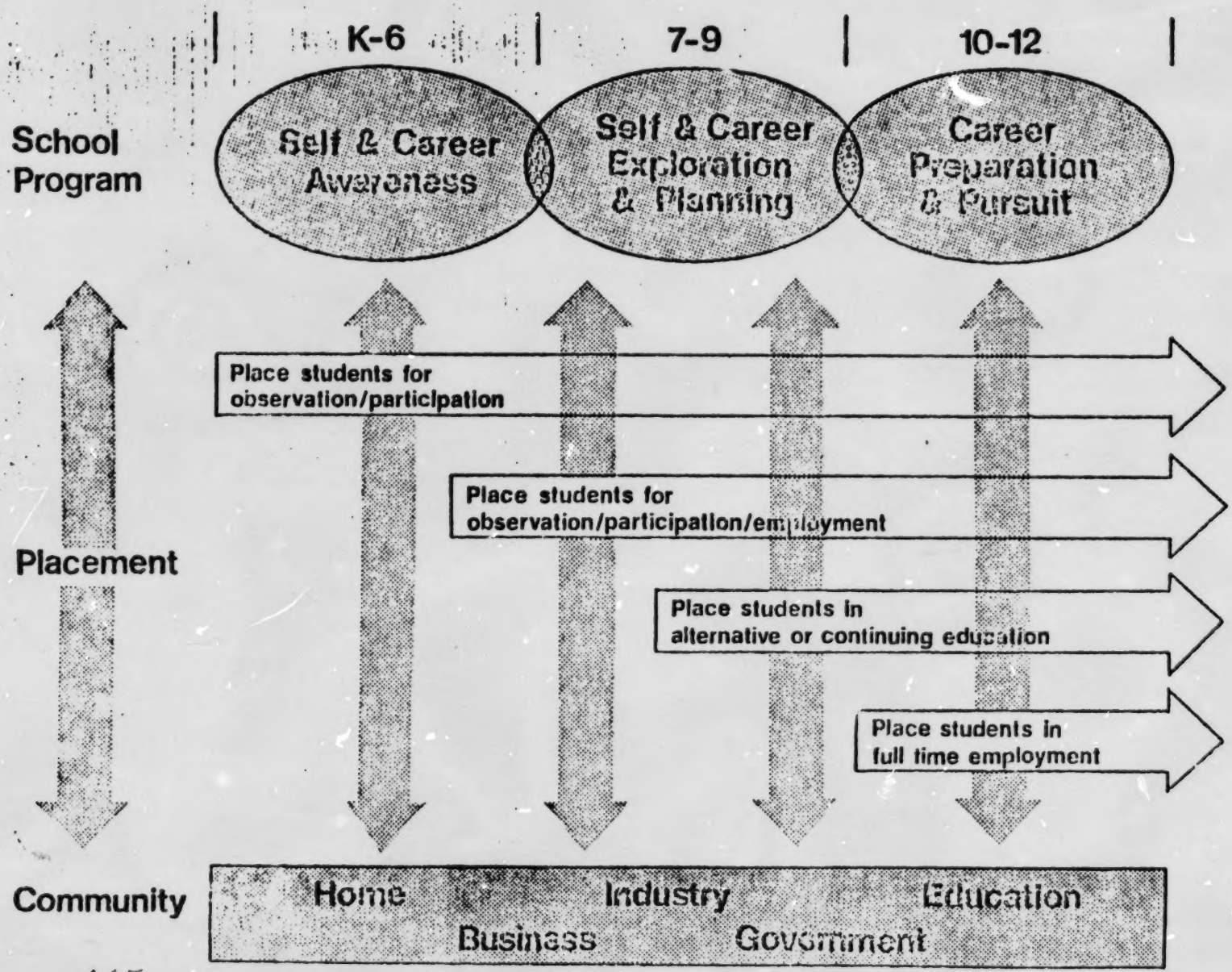
Through careful joint planning, the community's resources will be used without overloading any single group, business, or individual.

The superintendent shall be responsible for coordinating the "career placement service" and for establishing regulations under which outside personnel and resources are to be used in the schools' instructional program. Each principal should weigh the needs of his or her individual school, and then present to the "career placement service" any requests or proposals for use of the service.

Adopted: (date)

CROSS REFS.: ABA, Community Involvement in Decisionmaking
IGAD, Career Education
IIC Subcodes (all pertain to community resources)
KA, School-Community Relations Goals

Note: A chart showing the operation of the "career placement service" follows as exhibit IIC-E.


K-6
7-9
10-12
School Program
Self & Career Awareness
Self & Career Exploration & Planning
Career Preparation & Pursuit
Placement
Place students for observation/participation
Place students for observation/participation/employment
Place students in alternative or continuing education
Place students in full time employment
Community
Home
Industry
Education
Business
Government

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IICA
	District Code:

FIELD TRIPS AND EXCURSIONS

Philosophy

The Board recognizes that there is a vast quantity and variety of learning resources outside school walls, and is aware of the potential our community has for improving the quality and depth of educational experiences. Whatever students can experience firsthand is often more meaningful to them than things that are only talked or read about.

Field trips--properly planned, properly supervised, and properly integrated into the instructional program--are not to be considered "outings" or days off from school. They are, in fact, extensions of the curriculum and of the school plant.

Therefore, all field trips sponsored by the schools shall be educational in nature and shall be related to the subject matter and the objective of instruction at the particular grade level. Field trips are lessons, and are to be planned as such, with definite objectives determined in advance. Appropriate instruction shall precede and follow each trip.

As much as possible, community resource persons and organizations shall be involved in the planning and conduct of field trips, so that students may derive the greatest educational benefit from the trip.

Who May Go

In most cases, an entire class will take part in a field trip. From time to time, however, trips may be planned for a smaller group (when, for example, the place to be visited can accommodate only a small group; or when the trip is appropriate only for a few students working together on a project). The Board also wishes to make it possible for an individual student to make a field trip if such a trip would benefit his or her instructional program.

In all cases when only part of a class will go on a field trip, the administration shall ensure (a) that satisfactory arrangements are made for the instruction of those staying in school, and (b) that adequate transportation and supervision are provided for those who are going on the trip.

Distance and Duration

1. Regular field trips shall be defined as those trips that take place within the community, or the metropolitan area, and to places near enough so that the trip can be accomplished during one school day. Those trips may be planned and approved at the building level, subject to availability of transportation.

2. Extended field trips are categorized as follows:

   (a) trips of several days' duration when school is not in session (e.g., a trip to Washington, D.C.; language trips to Canada and Mexico);

   (b) field trips within the state involving more than one day's time while school is in session.

   Permission for extended field trips must be secured from the superintendent, subject to review by the Board.

   Field trips out of state while school is in session shall not normally be approved. However, the Board will consider special requests for such trips when they are necessary, well-planned, adequately chaperoned, and satisfactorily financed.

Parental Permission

Written permission from parents shall be obtained prior to any child's going on a school-sponsored field trip.

Expenses

Field trips that are part of the instructional program and do not involve overnight stays shall be paid for by the school district.

Field trips that are part of the schools' extracurricular activities (such as sports spectator trips, band trips, etc.) and/or trips that involve overnight stays, will usually involve some expense to the participating student. Care shall be taken by the administration that such trips do not proliferate to the point where the expense becomes a burden for the parents.

Fund drives shall be allowed under the Board's policies on student gifts and solicitations and student fund raising activities. In no case shall a student be prevented from participating in a field trip solely because of his or her inability to pay.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IICA
	District Code:

Regulations Governing Field Trips

It shall be the responsibility of the superintendent to set district-wide regulations for the conduct of field trips, and each building principal shall set rules for his or her school that comply with Board policy and district regulations.

Adopted: (date)

CROSS REFS.: EEAD, Special Use of School Buses
IGDF, Student Fund Raising Activities
IICB, Community Resource Person
JL, Student Gifts and Solicitations

Any policy on field trips and excursions has career education overtones, especially if--as in the example given here--provision is made for small groups of students or even a single student to make a trip that fits with a particular interest or project.

Involving community resource persons in planning such trips is also career education-related.

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: IICC
	District Code:

SCHOOL VOLUNTEERS

Definition

A school volunteer is an adult who is willing to give time and talent to assist as a member of the education team and who carries out a duty prescribed by the Board of Education subject to approval by the Board.

Purposes

The Board of Education endorses the concept of volunteers and supports their use in the schools according to Board regulations. Such endorsement and support are based on the belief that volunteers:

1. Can help improve the educational program by freeing staff for more instructional activities.
2. Can improve school and community relations by bringing adults into contact with the daily, ongoing work of the schools, and students into contact with the daily lives of working adults.
3. Can help enrich the educational program by making expertise available in areas of special competence.

Qualifications

To that end, the Board encourages the professional staff to seek and maintain the services of volunteers who evidence:

1. A dedication to fulfilling the purposes of public education.
2. A positive attitude, interest, and enthusiasm for children and youth and a respect for the work of teachers and administrators.
3. Ability to work cooperatively with designated school staff according to school regulations.
4. Good health and moral character.
5. Regularity of attendance.

Administration

The overall administration and evaluation of the volunteer program shall be the responsibility of the superintendent in conformity with Board policy and regulations.

Adopted: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IICC-R
	District Code:

SCHOOL VOLUNTEERS

General guidelines

School volunteers are adults approved by the Board of Education to serve in various designated capacities under the direction and supervision of the certificated staff.

School volunteers will serve in ways supportive of the local educational programs as conducted by the professional staff and acting in accordance with Board policy. The Board expects volunteers to do the following:

1. Serve under the direction and supervision of certificated staff members at the classroom level.

2. Refer suggestions and concerns in the first instance to those staff members.

3. Refer matters of pupil discipline to the professional in charge.

4. Maintain strict confidentiality in dealings with staff and pupils.

5. Carry out their duties conscientiously, especially in regard to meeting their assignments on time and to giving proper advance notice in the event of not being able to do so.

6. Exercise their responsibilities objectively for the advancement of the school program for all concerned, not in a personal way. However, this provision does not in any manner deprive volunteers of their right otherwise as parents or citizens to seek improvement in the school through the proper channels.

Recruitment and selection

Organizations approved by the Board of Education may recruit for volunteers in the community, or individuals may apply. Such applications shall be submitted to the superintendent for appropriate action.

Before serving in that role, volunteers must be formally approved as individuals by the Board of Education. The Board reserves the right to accept or reject nominations, to add to or reduce the number of volunteers in a school, to specify in what schools volunteers will serve, and to determine who may or may not serve in a particular capacity.

Following approval by the Board, and before taking on any duties, volunteers new to the system or to a particular school must meet with the principal of the school and such other volunteers and members of the staff as he deems advisable. No one may begin serving as a volunteer until the principal considers that person prepared to do so.

Activities considered appropriate for volunteers

1. Volunteers may do such tasks as are prescribed and can be supervised by the immediate staff member in charge, except they may not diagnose student needs, determine learning activities on their own, or engage in instructional work which is legally the responsibility of certified staff. However, if a volunteer has a teacher's certificate valid in this state, he/she may assist in instruction on a one-to-one or small-group basis as arranged with the supervising teacher and the principal, who remain the responsible agents.

2. Volunteers may engage in instruction-related activities such as the following, as the teacher determines and give proper supervision: help pupils with seatwork assignments, assist in independent study and special projects, help locate and use materials, assist in drill reinforcement, score objective tests, administer tests, prepare area for instructional activities, play educational games with pupils.

3. Volunteers may engage in clerical activities such as: run off duplicated materials, prepare forms, record attendance, file materials, answer office telephone, serve as receptionists.

4. Volunteers may carry out library tasks such as: check books in and out, shelve and arrange books, gather special collections for individual pupils or for class use, help process books, conduct story-time for pupils, maintain and service audio-visual equipment.

5. Volunteers may serve as resource persons: for example, make presentations about matters in which they are expert or unusually knowledgeable; serve as leaders of hobby clubs and activities; assist in fund-raising activities.

6. Volunteers may engage in certain pupil management activities: for example, acquaint new pupils with the school, assist on field trips, accompany pupils about the building or grounds.

Structure and functions of the Volunteer Coordinating Committee

Each principal may establish a Volunteer Coordinating Committee. It will consist of at least the following persons: the school principal (chairman), teacher representatives, and volunteer representatives. Such a committee will meet at the call of the principal. The committee may exercise the following responsibilities:

1. Organize, coordinate, and implement orientation sessions for volunteers and teachers. Such meetings will be informational so as to assure everyone understands the program's objectives and procedures.

2. Organize, coordinate, and implement workshops for volunteers and teaching regarding topics of need and interest.

3. Serve as liaison for the processing of suggestions and concerns of volunteers and teachers bearing directly on the volunteers program.

4. Assist in evaluating the program and in recommending changes.

Role of the Board of Education

The Board of Education will establish all policy and approve all regulations pertaining to the volunteers program, approve or reject nominations of volunteers, and conduct an annual review of the program.

Role of the superintendent

The superintendent or his delegate will coordinate the volunteers program at the systemwide level, present nominations to the Board of persons willing to serve as volunteers, and review and evaluate the program annually.

Role of the principal

The principal will serve as chairman of the Volunteer Coordinating Committee, be the administrator to whom volunteers are finally accountable at the building level, coordinate all volunteers activities in his building, and review the program annually and report to the superintendent.

Role of the teacher

The teacher will be responsible for the planning and implementation of activities of volunteers in his/her classes, the staff member to whom volunteers are accountable at the classroom level, and will be involved in evaluating the program and making recommendations to the principal.

Evaluation of the volunteers program

Evaluation will be made annually by all personnel involved, and a report will be submitted to the Board by the superintendent.

Issued: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IJA*
	District Code:

CAREER GUIDANCE AND COUNSELING

At the junior and senior high school level, students increasingly need specific, individual help in selecting activities and courses best suited to their plans for work or continued education after they leave the district schools. Therefore, career guidance counselors will work closely with classroom teachers to help students examine and evaluate their abilities, achievements, interests, temperaments, and values in relation to career areas, and acquire decisionmaking skills for choosing career options, changing career directions, and planning for the realization of personal goals.

It is the wish of the Board that such guidance and counseling will be available to all students as they progress through their secondary school years. Teachers should take part in inservice workshops related to career guidance so that they may be alert to a student's needs for individual counseling or may schedule group counseling sessions for their students as necessary.

Particular care shall be taken in all forms of career guidance and counseling to eliminate all race, sex, and handicap job stereotyping. This will include care in the selection of materials, presentation of lectures, and placement of students in programs or courses.

Adopted: (date)

CROSS REFS.: AC, Nondiscrimination
IGAD, Career Education
IGAH/IGAI, Family Life/Sex Education
JB, Equal Educational Opportunities

*The * signals this is a specially created "breakout" subcode under the main topic, IJ, Guidance Program. The main policy under IJ would deal with all aspects of guidance and counseling, not only career guidance. If the Board's policy on career guidance is brief, you might prefer to include it in the main policy, perhaps set off by a side-head "Career Guidance and Counseling," instead of creating a special IJA* category for the purpose.*

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: IKF
	District Code:

GRADUATION REQUIREMENTS

A Briefing Paper

Your general policy on graduation requirements should tell what the prerequisites are for receiving a high school diploma in your district. Most policies in this category state how many hours of credit--in what subjects--are required under state law and Board policy.

In states that also have legislation dealing with minimum competency requirements, the policy should set forth how those requirements can be satisfied. In particular, it should state standard and alternative ways of fulfilling the requirements for a diploma: what special arrangements may be made for students in special education programs, for example, and whether--and in what circumstances--you will issue "certificates of attendance" or "certificates of competency" instead of a regular high school diploma.

A commitment to career education often means you will have created possibilities for students to graduate in less or more time that the regular 13 years that span the K-12 curriculum. And if students can satisfy graduation requirements in alternative ways, such as through work experience credits, credit by examination, correspondence courses, or independent study, your policy should so state.

Cross-references should refer the reader to related policies filed elsewhere in the manual. Examples might be:

IGBA/IGBB, Programs for Handicapped/Gifted Students
IGBH, Alternative School Programs
IGCD, Advanced College Placement (Also LEB)
IHG, Independent Study
IKE, Promotion and Retention
IKEB, Acceleration
IKFA, Early Graduation

Detailed administrative regulations could follow your IKF policy to spell out how and at what level the required units can be earned, how a requirement can be waived, how transfer credits are evaluated and accepted, and what substitutions and/or exceptions are allowed. Again, any arrangements for special education students, etc. should be treated in detail.

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: JB
	District Code:

EQUAL EDUCATIONAL OPPORTUNITIES

All students in this school district will have equal educational opportunities regardless of race, color, creed, sex, national origin, marital status, or handicap.

Further, no student shall on the basis of sex be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any educational program or activity conducted by the district.

More specifically, the school district will treat its students without discrimination as this pertains to access to and participation in course offerings, athletics, counseling, employment assistance, career guidance, and extracurricular activities.

The Education for All Handicapped Children Act contains provisions that guarantee the constitutional rights of handicapped students, such as: (1) rights to an education in the least restrictive environment possible, and (2) due process procedures for resolving differences regarding placement of students.

Adopted: (date)

LEGAL REFS.: Civil Rights Act of 1964, as amended in 1972, Title VI, Title VII
Executive Order 11246, 1965, as amended by Executive Order 11375
Education Amendments of 1972, Title IX (PL 92-318)
45 CFR, Parts 81, 86 (Federal Register June 4, 1975, August 11, 1975)
Education for All Handicapped Children Act (PL 94-142)
Vocational Rehabilitation Act, Sec. 504

CROSS REFS.: AC, Nondiscrimination
IGBA/IGBB, Programs for Handicapped/Gifted Students

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: JED
	District Code:

STUDENT ABSENCES AND EXCUSES

Attendance in educational settings is an important component of learning for children and youth. Good attendance benefits students academically as well as socially. Group learning situations assist students to communicate, to work together, to gain perspective, and to accept responsibility--all important components of adulthood. Also, good attendance at work is expected and rewarded in the adult world. Good attendance habits, therefore, are part of the educational process in every sense.

The Board believes that, at all levels, a firm, fair, and well-publicized attendance policy must be enacted. Students and parents should know exactly the philosophy of their school relating to attendance. The learning experience that takes place in the classroom environment is a meaningful and essential part of the educational structure. Time lost from class, in terms of opportunity for interaction among students and teacher, is irretrievable. Therefore, classroom attendance is considered to be an integral part of each student's course of study, except when special arrangements have been approved whereby a student is allowed to earn course credit through independent study or alternative programs.

Excusable Absence

An excusable absence is one which has the approval and knowledge of the parents and which has been due to illness, personal or family emergency, or extenuating circumstances. The nature of the absence must by verified by parents' or doctor's note, by a parent's phone call to school, or by a call from the school to the home. The responsibility for notification to the school shall rest with the parents.

Students who are not present in classes or school because of participation in a school-sponsored activity such as a field trip; athletic contest away from home; or tutorial, career-oriented, or other official form of the flexible school program, shall be regarded as being excusably absent. Any absence due to sudden illness or accident which results in a student spending class time in the clinic or health room shall be recorded as an excusable absence. All other absences shall be considered inexcusable.

Principals shall be responsible for developing the specific procedures regarding student absences and excuses in their respective schools, within the guidelines of this policy. The assistant superintendents for elementary and secondary instruction shall review each school's procedures to ensure that regulations at each grade level are generally consistent.

Adopted: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: JED-R
	District Code:

STUDENT ABSENCES AND EXCUSES
(Regulations for the High School)

Philosophy: One of the major aims of the high school is to teach students to be responsible. Requiring students to be regular in attendance and to be punctual in reporting to classes is one way of developing responsibility and good habits. Attendance is and should be the responsibility of students and parents. Too much costly teacher and administrative time is spent on attendance-related matters--time that could be better used to improve the educational experience for those who really want it.

1. Grades and course credits: In order to qualify for a passing grade in a course per term, a student is obligated:

   a. To fulfill the reasonable course requirements established by the teacher

   b. Not to exceed six days of inexcusable absence from class for the term. (Classes meeting less than five periods weekly will be prorated accordingly.)

   If there is illness or other extenuating circumstances for a day's absence or for extended absences, it is the responsibility of the parents to inform the housemaster at the time of the absence. The housemaster will keep a record. This information will be used in determining whether the student's term grade will be affected by his absence record. This is intended to result in a decrease in absenteeism and a more serious attitude on the part of students, resulting in an improved learning atmosphere.

   A student who has approval for fulfilling credit requirements through independent study or through an approved alternative learning plan shall abide by the terms of the approved agreement.

2. Procedures:

   a. When a student is inexcusably absent from a class twice, a notice will be sent to the parents. (Clarification note: If, according to the housemaster's records, the student's absence has been due to illness, etc., a short note to that effect from the housemaster to the parent will accompany the notice, with the expectation the student will not delay in making up work missed in class. A copy of the two-day notice will be sent to the student's guidance counselor.)

b. When a student is inexcusably absent from a class four times, a notice to that effect will be sent to the parents with a request for parents, student, teacher, guidance counselor and housemaster to discuss the seriousness of the situation. (Clarification note: the purpose of the conference will be to try to determine the cause of absenteeism. A full discussion will be held to determine if the student is in the wrong level of the course; if absences are due to a student being "bored," or for any other reason. If the student's educational needs are not being met, the counseling team of teacher, guidance counselor and housemaster will know it and will try to better meet those needs. If all absences are due to chronic truancy or skipping of classes, the seriousness of the situation will be brought to the attention of both student and parents. They will be warned of possible failure for the term if absence continues. Preventive counseling will be attempted by guidance counselor and/or housemaster.)

c. When a student is inexcusably absent from a class six times, a notice will be sent to the parent and student that any further absenteeism will result in a failing grade for the course. Parent may request a second conference at this time.

d. Upon the seventh inexcusable absence, the teacher will send a "Seventh Absence Form" to the housemaster who will then send a notice to the parent and the student that the course has been failed for the term; that no points will be given in the course for the quarter toward graduation. The parent and student may appeal to the housemaster. The teacher, counselor, housemaster, and any other pertinent personnel will be present at the conference. If further appeal is deemed necessary by the parent, a request for a conference with the superintendent or the assistant superintendent may be made.

This procedure will be presented annually to the Board for review, accompanied by the recommendations of the administration for continuation and/or revision.

Issued: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: JK
	District Code:

EMPLOYMENT OF STUDENTS

Student's school responsibilities are to take precedence over nonschool-related jobs.

If students need to work while attending school, they shall be cautioned against assuming work commitments that will interfere with their studies and achievement in school. Opportunities for paid employment shall be provided through work-experience programs as noted below.

Child Labor Permits, Street Trade Permits, and Age Certificates

The Board of Education periodically enters into an agreement with the State Department of Industry, Labor, and Human Relations whereby the school system assumes the function of issuing child labor permits, street trade permits, and age certificates to minors.

The department of pupil personnel services shall be responsible for processing requests and for issuing these permits and age certificates to students between the ages of 12 and 18 who wish to work while attending school part time. Such employment must be assured and must meet legal requirements pertaining to jobs suitable for minors.

In-School Employment

Part-time and summer school jobs in the public schools shall be open to students in keeping with their abilities and needs of the schools for student help. (The Board also authorizes the school system to serve as an employer for cooperative work-experience programs [see IGADA].)

As with all school system employment, the Board shall approve appointments, and establish pay rates. These rates shall conform with requirements of the minimum wage law.

Job Placement Service

In view of its objective to train students for successful careers in specific occupational fields, the school system shall work closely with other agencies in finding appropriate jobs both for graduating students and for students who need to augment their incomes while attending school.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: JK
	District Code:

Job openings called to the attention of school guidance personnel may be posted on bulletin boards; however, guidance personnel shall not select individual students for employment by prospective employers.

In hiring new personnel for employment in the schools, the administration is directed to make a special effort to seek applications from qualified graduates of the school system's occupational training program.

Adopted: (date)

This policy pertains to student jobs that are <u>not</u> part of the instructional program as such, although of course all job experience can in some sense be educational. The jobs covered by this policy are simply those part-time jobs some students take in order to earn money to continue school. Those jobs are sometimes federally or state-funded, and the student does not earn course credit for them.

For a policy on work experience opportunities for which a student may earn credit, see IGADA.

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: KA
	District Code:

SCHOOL-COMMUNITY RELATIONS GOALS

The Board, in an effort to enhance the possibilities for excellence in public education, endorses this statement on school and community relations because of its conviction that (a) the public schools belong to the people who created them by consent and support them by taxation; (b) the schools are only as strong as the intelligent and informed support of the people of the community; and (c) the support of the people must be based upon their understanding of and their participation in the aims and efforts of the schools.

The Board therefore declares its intent:

--to keep citizens regularly and thoroughly informed of the policies, programs, problems, and planning of the school district, and to carry out this policy through its own efforts, those of the superintendent, and such information officers as may be appointed.

--to solicit the studied counsel of the people through advisory committees selected from the community and appointed to consider problems which vitally affect the future of our children.

Adopted: (date)

CROSS REFS.: ABA, Community Involvement in Decisionmaking
IIC, Community Instructional Resources (and subcodes)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: KM
	District Code:

RELATIONS WITH COMMUNITY ORGANIZATIONS

We believe that the public schools have the primary responsibility for the children and youth of this district. However, the Board recognizes that many governmental agencies and community organizations, while not primarily concerned with education, play a definite role in providing the best kind of instructional program for our students.

Therefore, it is the Board's wish to join forces with community service agencies and the business/labor/industry community in a comprehensive effort to meet the varied and continuing needs for education on the part of both youth and adults. All of us must collaborate in providing appropriate opportunities for all citizens.

Especially with regard to the district's career education effort, it will be necessary to establish positive working relationships with other public and private organizations which can contribute to the educational process. It will be the responsibility of the school administration--in particular, the coordinator of career education--to disseminate information about our career education plans and needs to appropriate community groups. This can be done through presentations at meetings of employers, community groups, civic associations, and government agencies; visitors will also be invited to the schools so that they may observe what is happening in our schools.

Representatives of organizations shall be asked to serve on the Career Advisory Council so that the schools may have the benefit of their experience in designing career education projects. As members of the Advisory Council, they will be involved in inservice training of school staff, identifying work experience opportunities for students, and developing programs and materials for use throughout the school system K-12.

The Board shall not, however, relinquish its legal authority to set policy for the school district, nor shall the school district turn over to any community group or other agency any matter which involves school administration, instruction (except as a resource aid), or student supervision (except in approved work experience settings). Since the final responsibility for the education and welfare of our students rests with the school district, the school district must retain its final decisionmaking authority in the best interests of the students.

Adopted: (date)

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: KM
	District Code:

CROSS REFS.: ABA, Community Involvement in Decisionmaking
BCF, Advisory Committees to the Board
BCFA*, Career Education Advisory Council
IGADA, Work Experience Opportunities
IGBH, Alternative Programs
IIAD, Special Interest Materials
IIC, Community Instructional Resources (and subcodes)
JK, Employment of Students
KA, School-Community Relations Goals

Organizations like the Boy Scouts, Junior Achievement, 4-H Clubs, Rotary Clubs, local units of organized labor, etc., should be involved in a community collaborative career education effort. This policy gives the formal underpinnings to such a collaboration. However, it is important that the Board go on record that it must retain its legal policymaking authority, even though many others may be involved in decisionmaking and policy formulation processes.

EPS/NSBA Educational Policies Service of the National School Boards Association	EPS Code: LB -
	District Code:

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

Intergovernmental agreement

The Board of Trustees of this school district has joined in an intergovernmental operation agreement with the other 12 elementary districts in the metropolitan area and the Union High School District in order to cooperate with them in curriculum and instruction development projects. Such projects shall include, but not be limited to:

1. Development of K-12 performance goals and objectives for reading, writing, and computation skills.

2. Development of diagnostic procedures, including criterion referenced tests, to assess each learner's position relative to the specific objective(s).

3. Testing services, including bulk purchasing and scoring and reporting of student progress.

4. Identification of alternative learning procedures and settings available for use with learners not achieving specific objectives, and specification of the resources required to implement these procedures (prescriptive instruction).

5. Development of learner achievement data to be provided to each agency member in order to assist in compiling public or annual reports of student progress.

The intergovernmental agreement shall be reviewed by the Board in May of each year, and shall be continued for one-year periods at a time if the Board deems continuation of the agreement to be in the best interest of the district.

By joining together with its neighboring districts, this Board hopes to expand learning opportunities for its students and to make better use of the resources the area schools have to offer.

Adopted: (date)

CROSS REF.: LBA, Shared Services

Many career education programs are also being developed by intermediate service units for several districts together. Your board policy can be supportive of such efforts.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: LB/LBA
	District Code:

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS/SHARED SERVICES

It shall be the policy of the Board to collaborate whenever possible with other school districts, with BOCES, and with other local, state, and regional organizations in matters of common concern.

This cooperation shall extend to such areas as joint educational services, research, exchange of data and information, coordination of curriculum, coordination of school activities and calendars and cooperative use of facilities.

This district shall be alert to opportunities to share necessary services with other districts. Among the services the district will seek to share are those of a career education coordinator, who shall be in charge of matching the needs of area students to the resources available in the districts he or she will serve.

Before joining in any collaborative programs or participating in joint educational services with other districts, the Board shall carefully weigh the desirability and feasibility of such collaboration, and shall make sure that in all instances the best interests of the district's children are served.

Adopted: (date)

In many instances, small school districts may need to join forces in order to make it feasible for them to have a community career education coordinator. The Office of Career Education (USOE) discourages career education coordinators at the building level, but feels each school district should have such a coordinator at the district level; several small districts could share the services of one coordinator.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: LBA
	District Code:

SHARED SERVICES

Although the _____ Vocational and Technical High School offers programs on the high school level, it is not in competition with the local high schools in the area. Rather, the county vocational system supplements and enhances the programs offered elsewhere and thus provides youth with a wider educational choice. This results in public education coming closer to the ultimate goal of providing the best education possible for all the children of all the people.

The district seeks the cooperation of all schools in the area in identifying the students whose best opportunity for educational and occupational success will come from the programs offered by the Vocational and Technical High School.

It shall also work with other school districts in extending programs in which students take academic courses at their local high schools and occupational training at the county high school.

County Coordinating Council for Career Education. In an effort to coordinate the career education offered by various schools throughout the county and prevent unnecessary duplication, the Board establishes a County Coordinating Council for Career Education. The Council shall make recommendations to the Board, as well as to Boards and the administration of other districts and institutions. Council membership shall be limited to approximately 15. Members shall include:

1. Superintendents of local districts in the country
2. Representatives of local boards of education and the Somerset County Board of Vocational Education
3. The superintendent
4. The county superintendent
5. The president of the Somerset County Community College.

Other members may be nominated by the Board. As much as possible, these members shall be recruited from the business/labor/industry community in this area.

Adopted: (date)

CROSS REF.: BCFA*, Career Education Advisory Council

This policy is from a County Vocational and Technical High School, but it contains some language that may be useful for local K-12 districts as well.

EPS/NSBA Educational Policies Service of the National School Boards Association	**EPS** Code: LG
	District Code:

STATE EDUCATION AGENCY RELATIONS

Since this district has a vital interest in state-level decisionmaking that affects local schools, the Board will seek to establish active liaison with the State education agency and its various departments.

State education agencies play a central role in the planning, coordination, support, and evaluation of the activities of local school districts. Conversely, local districts turn to their state-level agencies for support--in policy, legislation efforts, and funding--for district priorities.

It is the school district's goal to establish links to many kinds of ongoing programs at the state level, such as bilingual, handicapped, adult, and career education.

Especially with respect to this district's commitment to career education, we see the following as priorities for assistance to our district by the State Department of Education:

1. Support for inservice staff development activities;
2. Dissemination of information about existing career education materials;
3. Support of development and validation of new career education curriculum materials;
4. Support of research to improve career guidance procedures;
5. Support of research to predict future job markets;
6. Providing incentives for participation by the private sector;
7. Support of innovations in preservice training of teachers;
8. Provide subsidies for purchase of career education materials by the district.

In turn, the district will cooperate with the State Department of Education in all feasible ways in order to improve the educational opportunities for all citizens of this district and this state.

Adopted: (date)

A task force and clearinghouse on career education has been organized by the Education Commission of the States. The project will provide technical information on state board policies, state and federal legislation on career education and youth employment, and will publish recommended policies for state-level career education programs. The task force will study ways to involve business, labor, and industry in careered planning; implement federal legislation; encourage post-secondary career education and career education for special groups, and coordinate programs for dropouts and unemployed youth.